

GENERAL EDUCATION
for personal maturity

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GENERAL EDUCATION
for personal maturity

*The Role of Courses
in Personal Adjustment,
Preparation for Marriage,
and Vocational Planning*

HORACE T. MORSE and PAUL L. DRESSEL
Editors

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foreword

A decade ago I edited four volumes of articles describing the features of various general education programs in more than a score of colleges and universities. Experience showed that these publications were useful to faculty members in other institutions who wished to gain a critical appraisal of a movement which at that time was beginning to have a profound effect on higher education in the United States.

In the intervening years the influences of the philosophy and practice of general education have eddied out from a few institutions to virtually the whole of higher education. Though many institutional publications present information about local practices, no comprehensive review has thus far been attempted of the present condition of general education in the colleges and universities of the country. This volume contains descriptions of developments within many of the institutions which pioneered in these efforts at curriculum reform over a period of years. The statements should be useful in three respects:

- (1) They portray the road over which progress to new concepts and new approaches has been made.
- (2) They provide an evaluation — an indication of strengths and weaknesses — of the various principles and practices within a group of diversified institutions.
- (3) They suggest by inference at least the lines of development for the future.

The present volume is the first of a series of seven. The second will consist of an evaluation of one institutional program, general education at Michigan State University. The third, the *Larger Learning*, makes available an account of the various approaches to the problems of personal adjustment as they are faced today by college students. The remaining four volumes will contain reports on the Social Sciences, the Natural Sciences, the Humanities and

Communications relating to general education programs in these fields in about twenty institutions. Many of these colleges and universities are those which supplied similar statements ten or eleven years ago, and hence these statements constitute a review and appraisal of developments in these institutions over this period.

General Education for Personal Maturity provides valuable information about courses in selected institutions dealing with problems of personal living and adjustment. It has been prepared by two men, each of whom has had long years of experience with programs of general education both as a participant in his own institution and as a consultant elsewhere. The contributors of the articles have likewise been selected because of their actual experience with instruction of this type. We hope that institutions and individuals concerned with the development of courses in personal adjustment, preparation for married life, and vocational planning will find this volume a rich source of theoretical discussion and practical treatment of material in this field.

Earl J. McGrath
Executive Officer of the
Institute of Higher Education
Columbia University

preface

College courses designed to assist students in meeting their personal problems are still novel. College faculties differ as to the desirability of providing such courses at the college level, and hence these courses have been subjected to considerable scrutiny and no little criticism. Much of this appraisal and criticism has come from persons who have themselves been instrumental in planning and offering so called 'adjustment courses'. As a result, these courses have been subject to frequent reappraisal and revision.

Although a number of articles and sections of books have appeared dealing with general education courses in personal development, home and family living and vocational adjustment, there has been heretofore no single volume which has described and analyzed courses of this type at a variety of institutions. The present volume aims to provide such a description and analysis of courses contributing toward students' personal maturity, and, accordingly, it may be of interest to both educators and laymen and of particular use to administrators and teachers who plan to launch such a course.

This volume was undertaken at the specific request of the Committee on General Education of the Association for Higher Education of the National Education Association. It is intended to be in the tradition of *Communications in General Education*, *Humanities in General Education*, *Science in General Education* and *Social Science in General Education*, all of which were edited by Earl McGrath in the 1940's. *Organization and Administration of General Education* (1951), a symposium edited by Hugh Stickler and *Evaluation in General Education* (1954), edited by Paul Dressel. *Accent on Teaching* (1954), edited by Sidney J. French, and *Counseling and Guidance in General Education* (1955), edited by Melvyn D. Hardee *

*The last two volumes were sponsored by the National Committee on General Education of the Association for Higher Education of the National Education Association

In these days of nuclear weapons, man-made satellites, and projected interplanetary travel, with the resultant cry that science is all-important, we trust that this book will serve to remind educators everywhere that the human element is still fundamental, and that higher education cannot yet afford to ignore the personal needs of students.

HORACE T MORSE

PAUL L DRESSEL

Introduction

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THE QUEST FOR MATURITY

*Russell M. Cooper**

This is an age when Man bids fair to conquer everything—except himself. He is harnessing the atom, flinging new moons into the sky, solving age-old diseases, and conquering famine. But drunkenness and insanity and divorce and ulcers—those evidences of deep frustrations and disorder within individual men—have thus far defied the scientific age. If anything, they are more serious today than a generation ago.

Such gnawing maladjustments not only bring misery to the individual person and his associates but they also aggravate the great social tensions of our time. Men who are frightened or insecure or guilt-laden are particularly prey to racial prejudice, chauvinistic nationalism and criminal brutality. And even when their sense of inadequacy turns inward to make them timid conformists, their resulting mediocrity is serious loss to a society which needs competence and courage as never before.

It is small wonder, then, that thoughtful persons are turning to colleges with a demand that they face up to the personal, human needs of their students—particularly so, since college graduates are often less well adjusted than other people. Apparently mere knowledge of chemistry or history or psychology is not enough. Only indirectly and imperfectly do traditional disciplines aid the student to self-understanding. Their primary purpose has usually been to

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discover and transmit validated knowledge—a very important enterprise in itself—but not to help students solve their personal problems. Yet most persons would agree, to paraphrase Goldsmith, that ill fares the land, to hastening ills a prey, where wealth of knowledge accumulates and men decay. The graduate who lands in the wrong occupation or fails in his marriage or is shunned by his fellows may find his life blighted no matter how brilliant his academic record. Society, therefore—and hence the college—must inevitably be concerned with the total competence of the graduate, with his ability to take a constructive and responsible place in the community. "The teacher must remember," as Dr. Farnsworth of Harvard states, "that promotion of mental health in college is inseparable from the development of values that men live by."¹

For the most part, colleges have depended upon non-curricular factors to help students achieve personal maturity. It has been assumed that the family, church, and youth organizations would strengthen character and social adjustment, and often they have. It was hoped that the home and young companions would prepare youth for the adventures of sex and marriage, and these have frequently helped. It was left for fatherly advice and summertime jobs to acquaint the student with promising vocations, and this guidance was probably better than none. Within college halls, the responsibility for such aid has largely been delegated to the counseling service, to extra-curricular opportunities or to incidental contributions from the courses themselves.

Unfortunately these casual and unstructured influences have frequently proved woefully inadequate if not actually misleading. Modern marriage is a complex relationship deserving careful analysis and reflection before one commits his hope and happiness to its ministry. In a democratic society where a child is not bound to the father's occupation but is free to choose his own, the 10,000 occupations available may be completely bewildering until he gets systematic aid in relating job possibilities to his unique potentialities. The discoveries of psychology, group dynamics, and related fields have yielded valuable insights concerning the nature of self and its relation to others, but these discoveries must be translated

¹Dana L. Farnsworth M.D. "We're Wasting Manpower," *NEA Journal*, March 1959, pp. 43-44.

into the student's immediate experience before they can change his attitudes and habits.

A new movement is therefore emerging in higher education. It is a movement based on the conviction that the complex affairs of personal living can and must be subjected to the same kind of systematic study and illumination as is now given to government, business, and other established subjects of the curriculum. It decries the anti-intellectual factions which would leave these great problems to chance or to non-rational resolution. It insists that the latest findings of current research must be assembled as a foundation for discussion rather than off-the-cuff generalizations or emotional moralizing. It has already demonstrated that the student's judgment is sounder when he has at hand relevant data and insights from several pertinent disciplines than when he must depend upon incidental comments in traditional courses.

The new movement, of course, endorses traditional courses for the intellectual contribution they are making to their own field. The well-established academic goals of acquainting a student with the humanities, social sciences, and natural sciences while also providing for specialization in a single field are undoubtedly sound and must be continued. Courses focused on the student's adjustment supplement but do not replace these other offerings. Indeed, to the extent that the student develops self-understanding and maturity he should achieve far more in these other courses, and hence the new movement is a strong re-enforcement for the traditional academic enterprise.²

What Is Maturity?

Critics of the movement have occasionally questioned its validity on the ground that maturity is equated with adjustment and adjustment means deadly conformity. Such comment deserves examination.

It is true that courses centered on the student and his personal needs are sometimes called courses in adjustment, and indeed the term is occasionally used in this volume. But there are two kinds of adjustment, internal and external, and one must distinguish sharply

²John S. Brubacher and Willis Rudy, *Higher Education in Transition*, pp 269-71. New York: Harper and Bros., 1958.

early days were derived largely from *a priori* assumptions rather than from empirical evidence, but the purpose of helping students to rationally and systematically confront the practical problems of personal living has come down to the present day. As Professor Earnest points out, "The modern courses grouped under the phrase of 'teaching how to live' have as their function almost exactly that of the once universal course in moral philosophy."³

During the nineteenth century, the development of the woman's college and the land-grant university increased experimentation in functional education. Arriving late on the educational scene and freed from the classical domination of the traditional men's liberal arts college, the woman's college was able to adapt its curriculum to the needs of girls in that time. Hence subjects such as hygiene and domestic arts were introduced alongside English literature, modern languages, and history. Similarly, the land-grant institutions, anticipated by such men as Franklin and Jefferson but really fathered by the Morrill Act of 1862, stressed education for the farmer and artisan and insisted that the practical arts were as essential for building a great democratic commonwealth as were the liberal arts. These emphases upon utilitarian values inevitably had their impact upon the liberal arts tradition and forced a new principle into the structure of collegiate education. With the great expansion of knowledge and hence of curricular opportunity in the twentieth century, every course has had to compete for recognition. And increasingly the criterion for selection has shifted from one of hoary respectability to usefulness in meeting the personal, social, or professional needs of our day. This is not a descent to crass materialism, for the needs served may be of an aesthetic and spiritual character. But modern education demands that the needs be genuine and that they be attacked with all the intellectual resources at our command.

Following World War I, a rash of "freshman orientation" courses spread across the land and some persist to the present day. These courses were centered entirely upon the student and sought to adjust him to college life. Meeting one or two hours a week, the freshman class would listen to lectures, often by the deans of men

³Ernest Earnest, *Academic Procession*, New York: Bobb's-Merrill Co., 1953, p. 29.

between them. Internal adjustment comes to the person who is at peace with himself, understands his own strengths and limitations, and directs his energies toward clearly formulated goals. Such a person may or may not be adjusted to external society, depending upon its character. Indeed the man with inner adjustment is the one who can best challenge injustices outside.

The above principle has been demonstrated by the prophets of all ages from Jesus to Schweitzer. Such men early resolved the issues of their life's purpose and character. And from this citadel of inner security they were able to move out confidently to do battle with the evil and suffering of their time. Their strength "Was as the strength of ten because their heart was pure." It is the insecure man who becomes a conformist, not the man who has come to terms with himself and hence faces the world calmly and unafraid.

To keep one's inner life in harmony and balance is, of course, a continuing lifetime job calling for steady growth in philosophical perspective, analytical penetration, and spiritual commitment. The problem cannot be settled once and for all with a course in college. Nevertheless a college course focused directly upon the student's need can give him a method of analysis, a knowledge of available resources and a determination to face complex personal problems rationally and objectively. Such training should help him to wed knowledge with values and hence to devise judgments that can stand the attack of critics and the test of experience. It is "education for responsible living," to borrow a phrase from Harvard's late Dean Donham, and responsible thought and behavior are the very essence of personal maturity.

Background of the Movement

The roots of the maturity emphasis go deep. Aristotle and the Greeks were concerned with educating "the whole man," rounded and effective in all personal and social relationships. The early American college—for example, Harvard as early as 1640—had a course in "moral philosophy" devoted to helping students work out their ethical views and apply them in everyday life. This course, often taught by the president of the college, drew material from religion, psychology, ethics, and biology to develop rules of behavior appropriate for rational men. True, the views expounded in these

dynamics have provided important insights into the nature of group life and the individual's adjustment to it. Similarly, anthropology, economics, religion, biology, and history have all had their contribution to make. Since the courses are avowedly for purposes of general education, there is no need to compress them into a single discipline nor to make them prerequisite to any advanced courses. They stand on their own feet, drawing materials from any reliable source available, and integrating them for the illumination of the complex issues at hand.

Continuing Problems of the Field

The very fact that these courses are inter-disciplinary and functional in character has made them suspect in the eyes of more orthodox faculty members. How, it is asked, can a course be built around the student and his personal needs and yet be academically respectable? Isn't there a logical structure to a single discipline which is essential to sound thinking and which is lost in these integrated courses? These are indeed pertinent questions to raise and the answer, of course, must lie in the solidity and accomplishment of the courses in question.

Professors of these newer courses insist that ultimately the proof of the pudding must be in the eating. Do the courses meet important student purposes more effectively than such can be met in traditional curricula? Is the material sound, the analysis penetrating and thorough, the demand upon student thought and energies substantial? The reader will ask himself these questions as he reads the chapters that follow. The courses described and evaluations cited should help to answer the questions—though admittedly in this, as in all phases of higher education, much more measurement and scientific appraisal must yet be done.

These new courses also raise problems of an administrative nature. Where do they fit in the established curriculum? Are they to be offered within the old departments, even though interdepartmental in nature, or should a new department or division be established for the purpose? Where can one find competent instructors who combine sound scholarship with broad background and a genuine concern for students? Is there danger that these courses, integrating material from several fields, will tend to overlap those fields creating duplication and wasted effort? Such questions are

and women, on how to study and use the library, how to choose a vocation, how to relate themselves to the campus traditions and how to mingle with their own and the opposite sex. The needs were real and the purposes lofty, but the procedure of herding together and lecturing large numbers served more often to bore or antagonize students than to assist them in solving their problems.

The modern courses directed toward personal adjustment and maturity, which have generally replaced the older orientation course, attack the problems much more systematically and thoroughly. Instead of a few lectures on vocational choice delivered indiscriminantly to the entire class, modern courses in vocational orientation spend an entire term in analyzing the occupational field, in testing each student on his particular potentialities, and in combining extensive reading, field work, and counseling. The intent is that all possible resources be brought to bear on the individual student's problem. Similarly, in preparing for marriage, the few lectures of the old orientation course have given way to a term of intensive reading and discussion upon the manifold aspects of the marriage relationship.

The old freshman orientation courses served an important function in highlighting student needs and in paving the way for the more thorough and helpful course of today. But they have now largely disappeared and hence are not included in this volume.

The newer, more intensive courses owe a great debt, not only to the historical precedents mentioned above but also to the educational and research contributions of the present day. Particularly have the personnel and counseling emphases of recent years served to focus attention upon the individual's needs. Indeed, some of the new courses have become veritable experiences in group guidance, serving a large group more efficiently than can individual interviews and adding the new dimensions of extensive reading and project activity. The findings of the Jacob study would seem to imply that colleges should give more direct attention to measures that may serve to influence favorably the development of values.⁴

Subject matter of the new courses comes from many fields. Psychology, especially personnel psychology, has perhaps been most fruitful. But sociology, social work, and the new science of group

⁴Philip E. Jacob, *Changing Values in College* New York: Harper and Bros., 1957.

field and the responsibility for meeting the need in college remains great.

Nature of This Volume

Courses at the college level designed expressly to help students meet their personal problems are still in a developmental stage. While the progenitors of the movement go back to ancient times, the changing conditions of today and the manifold revelations of research require continual reappraisal and revision. Even so, the major aspects and issues of the field are now becoming clear and it is important now to describe these explicitly as a basis for further experimentation and growth.

The present volume seeks to do just this. The chapters offer concrete descriptions of courses in actual operation, providing thereby a theoretical overview of the movement as well as practical patterns that can aid others seeking to launch similar programs.

This symposium is a record of significant activity and achievement, but it is not primarily an historical document. Rather, it is a revelation of a dynamic on-going movement whose fulfillment still lies in the future. If it can accurately mark the progress to date and point the direction for further experimentation and growth, it will have served its purpose well.

reasonable, but again proponents of the courses insist there are valid answers, and the succeeding chapters will illustrate several of them.

A problem arises also with respect to the credits attached to these courses. Some professors insist that a student should be willing to take such a course without credit, getting his satisfaction from the personal adjustment achieved rather than from external rewards. The resolution of this issue leads one to an analysis of the whole purpose of education and of the credit system. There are some of opposite persuasion who would not only grant credit but would require these courses for all or at least large blocks of students. Still others are undecided whether each major phase of personal adjustment should comprise a separate offering or whether several aspects such as vocational and marital and social adjustment should be interwoven into a single course. Again the chapters of this book should help to supply answers to these questions.

Finally, one must ask what relation, if any, the courses described here may have to the programs of "life adjustment education" offered in the public schools. This is a difficult question to answer since the high school programs have varied greatly in character. Briefly, it can be stated that the substantial secondary school programs have many of the same objectives as these college courses and can be invaluable for students going directly into community life without benefit of higher education. Unfortunately, some of the zealots of "life adjustment education" went so far as to argue that this was the major function of the schools to be emphasized above all other values. Such would not be the view of most college teachers in the field, who would insist that the new student-centered courses are vitally important but nevertheless should be regarded as only a phase, indeed a minor phase, of the total college experience. Over nine-tenths of the time in college would still be devoted to general education and specialization in other fields.

It should be noted, moreover, that if a student comes from a high school having taken a good course in vocational or marriage education he may not need to take a similar course in college even though the latter would be more comprehensive. At this point careful counseling is called for and the problem of high school and college articulation should be studied. For the most part, however, high schools are not yet doing a substantial job in this

Part I

maturity in personal and social adjustment

Melvene Draheim Hardee and Orrin Powell Co-Editors of Part I

THE PERSONAL LIVING COURSE IN THE COLUMBIA COLLEGE PROGRAM

*Ernest I. Stewart**

Setting

Columbia College is a liberal arts college for men, enrolling about 2,200 students. Originally chartered as King's College in 1754, it is today one of the major divisions of Columbia University. This affiliation, without destroying the individual identity of the College, provides unusual opportunity for valuable association with other faculties of the University. The College attracts students from the South, the Middle West, West, and from many foreign lands, as well as from the Eastern seaboard. Each year the freshman class of 650 men is chosen from about 2,500 applicants. About 80% of those who enter are graduated, and more than half of the graduates continue into professional or graduate schools.

The liberal arts program is at the heart of the College program. In the liberal arts are included all studies that contribute to the art of living. In the first two years, known as the Lower College, the work is largely prescribed and consists principally of broad foundational courses in the major divisions of study. In the junior and senior years, which are described as the Upper College, students pursue courses in fields of their major interest.

*The author is Professor of Health and Physical Education and Assistant Dean of the College of Liberal Arts at Arizona State University, Tempe, and formerly Associate Professor of Health Education and Chief Pre-Medical adviser at Columbia College, Columbia University.

goals and associated personal problems often interfere with scholastic achievement. Unavoidably, then, the college must become concerned with the personal problems of the student.

The course in *Personal Living* is one means by which Columbia College helps students meet their problems. The course resembles traditional college courses insofar as its content adds to the student's knowledge. It differs in that it attempts to apply this knowledge to personal problems. The course begins on a subject-matter basis but as it unfolds, the students, often without being conscious of it, begin to apply subject matter materials to themselves. The course is preventive in nature in that it helps many students avoid pitfalls inherent in maturational problems. The course encourages those with serious personal problems to seek specialized professional help from the Medical Office, the University psychiatrist, the Dean of Students, the Guidance Laboratory, or a religious counselor.

Historical Origin and Basis for Course Content

Personal Living began to take its present form in 1947 as a result of a growing conviction on the part of both the staff and students that the hygiene courses then being offered should be reconstructed. These courses had been instigated by physicians working in the Department of Physical Education. One of the courses, which was later to become the *Personal Living* course, had been a freshman requirement for approximately 50 years. The course up to 1947 had been concerned chiefly with bodily health and the prevention of physical disease, whereas current research was increasingly emphasizing that health was a product of the inter-functioning of body, mind, and emotions. The staff teaching the course had long recognized that changes in course content were essential in the face of broadening concepts of student health.¹ Student sentiment, expressed editorially in the *Columbia Daily Spectator*, February 26, 1945, suggested that "... a committee of students and faculty members be formed to investigate the possibilities of revising the present course to conform with the immediate needs and problems of the college student." The Dean

¹W. Carson Ryan, "The Emerging Concept of Mental Health in Education," *Review of Educational Research*, 26 (Dec., 1956), pp. 417-428.

Rationale and Philosophy

In the Lower College the student studies Western institutions, social, economic, political and scientific systems, and Western philosophies. *Personal Living* (Health Education A1) parallels this study of the "outer world" with an exploration of the forces which affect and shape the "inner world." Its purpose is to encourage the individual to understand and accept himself; it is, in effect, a course in personal adjustment. Information from medical science, anthropology, psychology, psychiatry, sociology, philosophy, religion, public health, human biology, and other related fields is utilized in the course. The course is required of all students and it is usually taken in the freshman year. During the two semesters of the academic year 1955-56, 34 sections were taught.

In the present era young people have a wide latitude of choice of alternatives among vocations, but the profusion can in itself be disconcerting and a choice may be complicated by parental pressures. The economic dependence of the college student upon his parents and the resulting pressures for delaying marriage for a number of years after he is biologically ready present further complications.

The college student may also have academic difficulties stemming out of poor study habits, reading difficulties, inadequate preparation for college work, and the development of harmonious inter-personal relations with teachers and fellow students. Problems incidental to service in the armed forces call for a great deal of thought and attention. Other questions revolve around life values, uncertain convictions, and conflicting sanctions, the very substance of ethical concepts. Deep uncertainties are revealed in questions about dating, petting, courtships and social activities with peers. All these questions and many more in an infinite combination arise out of fundamental doubts associated with entering into a development stage beset with uncertainty.

To attain adult status each student must (1) emancipate himself from his family; (2) choose, prepare for, and enter a suitable vocation; (3) achieve social integration with his peers and others with whom he must live and work; (4) develop mutually satisfying relationships with the opposite sex and make progress toward the mature selection of a marriage partner. These

A content analysis was made of the 1,101 descriptions submitted.³ The large number of descriptions of problems was successively reduced to a smaller number of categories, and the subject matter of *Personal Living* was subsequently selected on the basis of its pertinence to these problems. The classification currently being used is listed below. The order has no significance and the allocation of the problems to categories is not hard and fast.

Emotional Adjustment—anxiety; making decisions; lack of self-confidence; feelings of cowardice; disturbed by unsettled condition of world affairs; extreme sensitivity; fear of criticism; lack of aggressiveness; day dreaming; speech defects; lack of emotional control.

Scholastic Situations—poor study habits and inefficient reading techniques; concentrating on studies; lack of balance between studies and extra-curricular life; feelings of academic inferiority; difference between academic standards of high school and college; achieving grades necessary for entrance to professional school; fear of examinations; unfavorable conditions for study in dormitories, libraries, and home.

Vocational Planning—vocational indecision; conflict between own vocational goals and those advocated by parents; fear of non-admittance to professional school; lack of ability in subjects required for desired vocational preparation; security versus interest as factors in choosing a profession; summer and part-time employment; fear of not being prepared at graduation for any vocation.

Sex Adjustment—concern over dating, courtship, and petting; conflict between sexual practices and religious and moral teachings; concern over masturbation, premarital sex relations, and other sex behavior.

Social Adjustment—making suitable friends; unsuccessful attempts to achieve status; prejudice; feeling ill at ease at social gatherings; difficulties with roommates; inability to dance; lack of popularity with girls; self-consciousness in the presence of girls.

³James L. Malfetti "Selecting the Content of a Health Education Course on the basis of the Needs of Students," *The Research Quarterly*, 26.2 (May 1955) pp. 163-169.

of Columbia College appointed a committee consisting of eight faculty members representing the following divisions: Medical Office, Chaplain's Office, Dean's Office, Psychology Department, Sociology Department, and the Department of Physical Education. A senior student was also appointed to the committee.

This planning committee recommended that a nucleus of two courses, a Lower College prescribed course entitled *Personal Living* and an Upper College elective course entitled *Marriage and Family Living* be established in a separate Health Education division of the Department of Physical Education. While the new courses were to be in the Physical Education Department, it was clear that they required persons with different professional training and skills than that of the usual physical education staff. In view of the breadth and the interdepartmental nature of the proposed instruction, it was felt that special medical knowledge and clinical experience should be made available to the staff of the new courses. Consequently, the representative of the University Medical Office, who had served on the original planning committee, was released from other University Medical Office duties to serve as consultant and instructor in the new program.

Since the focus in the course, *Personal Living*, was to be on students' needs, the determination of these needs became of primary importance to the staff. One staff member used the critical incident technique to determine the specific adjustment problems of college students.² The method, applied to the Columbia College situation, consisted of having a sample of 560 students (mainly freshmen) describe not more than three actual personally disturbing situations. They were asked to choose situations of any nature, preferably ones which had occurred within the last six months. Full details of each situation and the nature of the consequent disturbance were requested. To simplify later classification, the students were asked to use a separate sheet for each description. Names or information that the student believed might be identifying were to be omitted.

²James L. Malfetti, 'College Hygiene as Personal Living'. A Study in General Education. Unpublished Doctor of Education Project, Teachers College, Columbia University, New York, 1950, 183 pp

drama of human birth. This topic is a logical one to start the story of human development and also to establish a background for the later discussion of questions relative to sexual behavior. As a prologue to a discussion of the stage from infancy to adolescence, the film, "Preface to a Life," is shown to illustrate the various factors which shape the individual's physiological and psychological development. Case studies are used extensively in this area. Special emphasis is given to the influence of childhood experiences on personality development, to the transitional role of adolescence, and to the means of adjustment used by human beings of all ages. Every possible effort is made to show that the individual is the product of the interaction between his heredity and his environment. This study of growth and development enables the student to appreciate more fully the specific problems covered in the second part of the course.

Part II deals with the contemporary adjustment problems of college students. The value of emotional maturity and a meaningful philosophy of life are discussed. Consideration is given to the ways by which an individual continually synthesizes learning and experience into a set of personal standards within a framework of social values. This discussion leads to specific problems such as lack of motivation, inability to concentrate, poor study techniques, vocational planning, and sexual adjustment.

Case studies make the subject matter more realistic. Discussion of values and philosophy of life are stimulated by the Allport-Vernon *Study of Values*. The *Kuder Preference Record* (Vocational) is taken by all students and discussed as an example of a technique that can be useful in helping to determine vocational preference. Students, through their own explorations of the materials collected in the Occupational Information File, located in the College Library, also obtain factual information on vocations which interest them. Personal vocational decisions are, in turn, considered in the light of this factual information. Attention is given to scholastic motivation, to study skills, and to the balance between study and recreation. The aim is to help the student apply himself more effectively to his college work.

Personal Living concludes with a number of class discussions devoted to dating, courtship, and social relationships. The college undergraduate has many fundamental questions on matters

Home Relationships—incompatibility of members of the family; need for, or fear of, increasing independence from parental control; death of a parent; parental pressure for better grades; sibling rivalry.

Personal Health Habits—nutrition, fatigue, sleep and relaxation, acne, smoking, lack of physical energy; regulating weight; physical handicaps.

Economic Adjustment—financial insecurity; interference of part-time work with studies; lack of money for dates and recreation; financial dependence on parents.

Motivation and Goals—lack of life goal; lack of interest in college environment; uncertainty as to value and desirability of a college education.

Religion—conflict between views of religion and materials studied in courses; doubt concerning existence and nature of God; religious convictions that are ridiculed by others; lack of knowledge of own religion; religious prejudice; interfaith dating and marriage; conflict between own religious beliefs and those imposed or urged by parents.

Content and Sequence of the Present Course

Personal Living has undergone gradual changes as new needs developed and better techniques were discovered. Considerable time has been devoted to the study of its entire structure. Three doctoral projects have been completed with course content and procedures as their major concern.^{4,5,6}

The course, consisting of from 28 to 30 one-hour class periods is divided almost equally into two parts. Part I is concerned with conception, prenatal development of the child, the birth process and the development and socialization of the individual from infancy through adolescence. The reproduction process is summarized by a motion picture which presents the

⁴Edward A. Bantel, "Mental Hygiene and General Education: A Study of College Students' Attitudes Toward a Course in Personal Living." In progress Doctor of Education Project, Teachers College, Columbia University, New York, 1956.

⁵Henry M. Helgen, "The Use of Case Studies in Personal Living at Columbia College." Doctor of Education Project, Teachers College, Columbia University, New York, 1954. 85 pp. Unpublished

⁶James L. Malfetti, *op cit.*

the master's degree who are completing their doctoral work at the University. Criteria for selection include personality, level of education, and teaching experience. It was intended that teachers selected for these assignments would divide their time equally between instructional work and advanced study. In practice, these teachers devote much extra time to their teaching, particularly to conferences with students. In some instances, one-third to one-half of the entire time which the instructor devotes to the health education work may be spent in conferences with his students. The instructor must possess personal and academic qualifications for doing the conference work and he must be willing to devote the necessary time to this phase of the course.

INSTRUCTIONAL METHODS AND TEACHING AIDS

Lecture-Discussion

Lecture-discussion is the basic method used in the course. The instructor gives salient information on a topic and encourages the 20-22 students in his section to question and debate the central point. The student is an active participant in a class interaction which examines the tenets of his classmates, the content of his readings, and examples presented by his instructor. To this extent, the lecture-discussion method is used in a way similar to that employed in most other college courses.

In *Personal Living*, however, it is necessary to carry the lecture-discussion method a step beyond its traditional use because many problems have deep emotional overtones. The instructor can help a student cope with such problems in some degree by: (1) encouraging the student to express his feelings and by responding in a genuinely interested manner to these expressions; (2) helping the student to recognize and clarify his feelings, and to understand their role in his problem; (3) helping him to understand his own motives and the importance of such understanding in solving his problems.

Motion Pictures and Case Studies

Motion pictures are used to give information and to dramatize human relationships. In minimum time, films bring real life situations into the classroom to be seen and discussed. In addition to the two films earlier mentioned, "Overdependence"—produced

of sex for which no direct or final answers are forthcoming. Responsibility for decisions must be left with the individual. This does not, however, deter frank discussion of all pertinent facts and statements of belief concerning sex. Religious and moral teachings are considered as well as scientific studies. Discussions in this area of *Personal Living* are confined largely to problems in the pre-marital period. *Marriage and Family Living*, the elective course for juniors and seniors, builds on the foundation established in *Personal Living* and discusses the questions of most immediate concern to students who are married or are thinking very seriously of getting married.

In *Personal Living* regular and extensive readings are assigned in sources that can supply the best possible background information. Tests are given periodically to measure the students' mastery of the subject matter—factual and conceptual. At the end of the semester a comprehensive three-hour examination is given. The final grade for each student is based upon grades obtained on the regular class tests and on the final examination. The final grade is determined solely on scholastic achievement. Personal adjustment does not and should not figure in the determination of this grade

Presentation

STAFF

An associate professor is currently in charge of the course, *Personal Living*. Depending upon his other duties, he regularly teaches one or two sections each semester. Continuing in an advisory capacity in *Personal Living* and as a teacher of *Marriage and Family Living* is the member* of the original planning committee who represented the University Medical Office.

The other staff members of *Personal Living* are skilled in health education, vocational-educational guidance, counseling psychology, developmental psychology, and student personnel administration. Their rank is either lecturer or instructor. Usually they are young married men with academic preparation beyond

*This staff member is a doctor of medicine with an experimental background in obstetrics and gynecology, student health and marriage counseling

scales and inventories do help students to comprehend and to become more interested in the personal implications of the subject matter. This and other information (i.e., Personal Data Form and records of instructors' conferences with students) collected on students in *Personal Living* is kept on file so long as the students are enrolled in the College. With the students' knowledge and consent, the information from the course files is made available to the Vocational Guidance Laboratory to be used as background information in an extensive program of individual guidance.

Field Trips

Field trips put the student in direct contact with persons and organizations in the community which utilize certain of the ideas of healthful living discussed in class. The Children's Court and the Family Court of the City of New York are examples of resources that have been used where students can observe the results of failure in family relationships. The Children's Ward of Bellevue Hospital offers another type of experience. This institution furnishes a unique opportunity for students both to observe human behavior and serve one's fellowmen. Here, for several hours per week for an entire semester, students can serve as "substitute" fathers to hospitalized children who are in great need of some warm and personal attention. This is mutually advantageous to both the students and the hospitalized children.

Evaluation

Questionnaires and rating scales designed by the staff and filled out by the students in the classroom have been used to evaluate subject matter, instructor performance, and personal gains in understanding. Students replying are assured of anonymity until after grades have been filed with the Registrar. Information is also provided by out-of-class group meetings, personal student-instructor conferences, and Sophomore Reports. The sophomores are asked by the Dean to review and give their reactions to their experiences during the first two years of college.

Considering the course as a whole, the evaluations suggest that when *Personal Living* is effective and well received the classroom instructor must be given the major credit. A well-adjusted

by the Film Board of Canada—exemplifies the kind of film useful in *Personal Living*. This film is the story of a young man whose life is crippled by behavior patterns carried over from a too-dependent childhood.

A large number of case studies dealing with a variety of critical life situations have been accumulated or developed. In constructing case studies the staff draws materials from experience with students and from clinical situations recorded in the files of marriage counseling and guidance centers. Case studies must be realistic, sufficiently complex to challenge the student, and stimulating enough to cause further exploration into the problems involved. One of the staff members has made the use of case studies in *Personal Living* the subject of his study.⁷

Occupational Information File

Information concerning various occupations must be accessible to make intelligent decisions regarding a vocation. Consequently the *Personal Living* staff, in cooperation with the Dean's Office and the Librarian of the College, established an Occupational Information File. This file, located in the College Library, contains information on hundreds of different careers open to college men. Information, however, is only part of the program; student-instructor conferences are also important. The student who undertakes a survey of occupations often finds himself confronted with more questions than he can answer. His instructor may spend several hours discussing with him the wisdom of various choices. Even those students who have made a vocational choice can benefit from a re-examination of it. This re-examination may confirm the earlier choice but it may also prevent launching a career which would ultimately prove frustrating.

Interest Scales and Value Inventories

The Allport-Vernon *Study of Values* and the Kuder *Preference Record* are included in the course as examples of ways to ascertain similarities and differences among individuals. Emphasis is placed on the fact that the determination of the strengths and weaknesses of a given individual is not a simple process. Though the innumerable limitations of pencil-paper scales are recognized, such

⁷Henry M. Helgen, *op. cit.*

program from becoming overpowering. Combining teaching and graduate study inevitably extends the period of graduate study and it is very easy to become engrossed in graduate study and its attendant opportunities to the extent that adequate time is not devoted to the teaching or *vice versa*.

It is difficult to adjust to the exasperating fact that the length of time that these teacher-students can be on the staff is relatively short. The staff of *Personal Living* is gradually securing a nucleus of relatively permanent staff members but, for the most part, upon completion of the doctorate, teachers have moved to other universities just when they were prepared to make a maximum teaching contribution. A vast amount of time is spent by experienced members of the division in helping new teachers adapt themselves to the demands of the course.

Uneven emphasis on particular phases of the course is a problem which can arise with any teacher. It may arise from an interest peculiar to a given academic section and may be a fruitful opportunity for special emphasis. Disproportionate emphasis in all sections taught by a given instructor may, on the other hand, arise out of failure to perceive the total scope of the course, or to the fact that the over-stressed area is particularly germane to some course or sequence of courses that the instructor is taking at the graduate level. Another possibility is that special emphasis may result from the instructor's own personal problems which he feels the need to explore at great length. Conversely, a tendency to avoid a particular area may be related to the instructor's feelings of inadequacy in that area. Whatever the cause, the permanent staff does everything possible to help the new instructor present as complete and rounded an offering as possible in the teaching time allotted for the course.

Aside from personal consultation, the regular staff meeting is the most useful single method for securing coverage of all phases of subject matter. The *Personal Living* instructors set aside two hours each week for this purpose. This session becomes an educational experience for all concerned as individuals from different backgrounds exchange information on student adjustment. All staff members have an opportunity to air their own feelings, to keep abreast of what their colleagues are doing, and to secure help on instructional problems. This regular staff meeting is essential for orientation, for coordination, and for staff growth.

instructor who has good command of the subject matter is basic to the success of *Personal Living*. The instructor, among his other virtues, must correlate class readings and discussions in such a way that students can appreciate the real-life implications of the materials under consideration.

Given an instructor who has a good academic preparation and who possesses the other desired qualities, student attitudes about *Personal Living* will become more favorable as the instructor gains experience with the course and familiarity with Columbia College students. Even so, the numbers of students in the extreme positions change little or not at all. This suggests that students in these extreme positions may have deep-seated personal problems which materially influence their reactions to the course. A follow-up of the individuals in both extremes has tended to strengthen this possibility.

Students whose appraisals fall in the two extreme categories are most likely to return for further information and assistance after the course has ended. They may return immediately after termination of the course and maintain regular communication with the instructor, or a period of one to five years may elapse between the ending of the course and the resumption of contacts. The course grades that these students receive do not seem to be related to their extreme evaluation of the course. The student who finds the course materials striking really close to his own personal problems may respond with highly complimentary comments or he may deprecate the course in self-defense. Many such possibilities remain to be studied. The data collected, however, assure the staff that steady progress is being made toward achieving the objectives of *Personal Living*.

Observations on Past Experience With the Course

Dependence upon doctoral students for the teaching of a substantial number of the sections of *Personal Living* has presented some special problems. One difficulty stems from the fact that these teachers are themselves students, carrying heavy academic loads. Although advanced study and teaching can complement each other, careful planning of graduate classes and allowance of a specific block of time for the teaching is required in order to prevent the total

would also make more actual classroom time available for other purposes

Progress in *Personal Living* has been steady though unspectacular. If, as some student appraisals imply, the course has leaned to the side of the less dramatic and more conservative, it is because of our awareness of the weighty personal implications involved. Looking ahead the prospects are bright for increasing the contributions that this course can make to general education. However, as in the past, changes will evolve as needs arise and will be instituted only after careful study and experimentation.

Possible Trends

As *Personal Living* helps students gain an understanding of their own assets and liabilities, it supplements the guidance program. Furthermore, as students study in small instructional units the instructor of each unit learns much about individuals in the group that could be useful in the general guidance of these students. The staff of the course is currently accumulating a substantial amount of data that is not being used to the fullest extent. With proper precautions, much of this information could be made available to the Dean of Students and the faculty advisers without violation of personal confidences placed in the instructors. Pertinent information obtained in *Personal Living* is now being made available to the Vocational Section of the Guidance Laboratory. In the future, perhaps, methods can be worked out whereby such information can be supplied routinely to the Dean of Students and, through him, to others who would find it valuable as background material in the guidance of students.

In student evaluations the observation has frequently been made that more time should be allowed for the course. It is questionable, however, whether a course which has the potential of such a high personal involvement should have its time requirements increased for all students. One course could never hope to exhaust all information on the subject. The most it can do is point out how subject matter from many areas can be used in the improvement of health and personal adjustment. The student must seek out more information and apply what he learns. With more required class time, the tendency might be to lean too heavily on the course and the instructor.

However, it is possible that, by a more careful use of class periods and efficient use of instructor time, more effective class time can be made available within the present framework. If small group conferences on common needs could be utilized to a larger extent than the time-consuming personal conferences, the services of instructors could be greatly extended. To use one specific example, a teacher might schedule certain out-of-class voluntary group conferences dealing with the selection of a vocation when the course moves into that area. Out-of-class voluntary sessions for viewing films and completing such exercises as the *Kuder Preference Record*

faculty in the fall of 1947. The research brought to light the large number of personal problems faced by the students, their unrealistic aspirations and plans, and some of their expectations regarding the outcomes of their college education. In the course of this second three-day conference, the faculty decided to organize into four area committees to be developed around these aspects of human experience: Individual (or Personal) Development, Socio-Civic Relationships, Occupational Development, and Home and Family Living. Each of these areas is an aspect of the larger area of personal and social adjustment, and initially there was some overlap in the concepts developed by these committees. Nevertheless, the segmentation made possible a division of the faculty into working groups that were not too large for good communication and interaction. Furthermore, it gave faculty members a chance to make their contributions to the areas that were the closest to their own training and experience.

The work begun at the 1947 conference was continued during the spring of 1948. Committees worked long hours accumulating, sifting, and organizing impressions, ideas, concepts, and research data. They set up a tentative framework of courses and prepared to start a new program with the freshman class entering fall 1948. During succeeding semesters, the burden of organizing courses and specifying course content was shifted to the staff members of the various subject-matter divisions of the College.

The staff of the Psychology Department was entrusted with three courses: a six-unit sequence in personal, social, and occupational development to be offered in the freshman year, and a two-unit course in marriage and family living to be offered in the low junior year. The latter was to be the last course in the entire general education sequence. The present chapter will be concerned solely with the six-unit, freshman course.

It was initially intended that the first semester of the course be devoted to personal and social development, and the second semester to the selection of an occupation. The staff discovered that one semester hardly sufficed to give sufficient attention to problems of personal and social adjustment, whereas student interest and motivation in the second semester could be maintained at a higher level if the consideration of occupational choice could be confined to a four-to-six-week period and related to

PSYCHOLOGY OF PERSONAL, SOCIAL, AND OCCUPATIONAL DEVELOPMENT AT SAN FRANCISCO STATE COLLEGE

Henry Clay Lindgren*

Origin and Early Development

Since the fall of 1948 the psychology staff of San Francisco State College has been engaged in an adventure in general education. Psychology 10.1 and 10.2, the one-year freshman course entitled *Psychology of Personal, Social, and Occupational Development*, is still regarded as an experimental one in the sense that the staff continues to experiment with the best ways and means of attaining the goals that were set for it. Psychology 10.1 and 10.2 carries a total of six semester hours of credit and is taught by twenty instructors in thirty-two sections enrolling an average of thirty students each. The course is part of a 45-unit general education offering, for which the aims and objectives were developed by the faculty of the college between 1946 and 1948.

The need for a revision of the existing pattern of lower division required courses was discussed at a three-day faculty conference in the fall of 1946. The faculty members decided that they needed to know more about the students they were teaching. As a consequence of that decision, a formal study of student needs was undertaken in the spring of 1947. The results of that study were presented at a second three-day conference of the

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course during the freshman year. In the first place, it enables instructors to work directly with the student's needs as he sees them. The problems that concern students—relations to parents, shyness, getting along with the opposite sex, trying to understand their own behavior—play a prominent part in the development of the course. Consequently, the interest of students is high. They feel that they are learning about the most important people in the world: themselves.

In the second place the course fits in very well with other general education courses. In its concern with the individual (rather than with the exploration of a specific scientific discipline) it shares a common focus with the general education courses in biology, the language arts, and the humanities. In its attention to the social milieu as the background for understanding the personality of the individual, it shares a common focus with the general education courses in social science. The objective of encouraging students to make greater use of the scientific method in their daily lives is shared with general education courses in natural science and social science. This means that the student who goes through the general education sequence of courses at San Francisco State College will take up such matters as heredity, cultural determinants of personality, parent-child relationships, and the statistical processing of data, from a variety of viewpoints and in a variety of contexts. The arrangement aids the student in integrating the various areas of knowledge and helps him see them as only different aspects of the common fund of human experience.³

Psychology 10.1 and 10.2 is concerned not so much, then, with communicating certain subject matter to students as it is with helping students to develop a better understanding of themselves and of others. To be sure, the development of such an understanding is partly based on being aware of certain definable and measurable facts of human behavior, but what the teaching staff is more concerned about is the ability of students to *apply* the facts and methods of psychology to the task of understanding their own behavior, as well as that of others. It is particularly

³Wesley Allin Smith and George W. Goethals, "Cultural Factors in Mental Health: An Anthropological Perspective," *Review of Educational Research*, 26 (Dec. 1956), pp. 429-450.

other problems of social adjustment. As it now stands the first semester is concerned with the contribution that psychology can make to the scientific understanding of human behavior and with content appropriate to an introductory course in mental hygiene. The second semester is concerned with group processes, communication, vocational adjustment, occupational choice, and other problems relating to the adjustment of the individual to his social environment.

This introductory general education course in psychology at San Francisco State College is quite different from the traditional introductory psychology course*. These differences have been described as follows:

Our general education psychology course is definitely not traditional introductory psychology since it is our intention to do more than merely introduce psychology as a science to the student. Our program aspires to introduce the student to himself to provide him with certain insights into his own needs, goals, and behavioral dynamics and to assist him in achieving a harmonious relationship with himself and with his associates.¹

Psychology 101 and 102 is attempting to introduce the student to himself as a social psychological being—is attempting to give the student a chance to view psychological principles in action rather than in a vacuum and to make the classroom a workshop where observation of others as well as oneself may become a meaningful experience. It is hoped that a class atmosphere is thereby encouraged in which one becomes less a stranger to his own feelings and attitudes.²

Rationale

Both the psychology staff and the college faculty as a whole feel that there are some special advantages in presenting such a

*The general introductory course in psychology is offered in the junior year although it may be taken early by well prepared students.

¹From an unpublished paper read before the faculty of San Francisco State College by Professor Louis Levine, then Coordinator of the Psychology Department.

²From an unpublished paper read before the faculty of San Francisco State College by David Freeman, Assistant Professor of Psychology.

tributes to the intellectual development of the student. It must also help the student to re-think his tacit assumptions and preconceptions and to develop some fresh viewpoints with which to approach his everyday problems.

Evaluation

Evaluation is an only partially solved problem at present. The instructor can use multiple-choice type objective tests to determine the extent to which students have mastered the content of the course, but he is largely at a loss when he attempts to measure the extent to which students have attained the non-content goals. How does the instructor find out whether a student has developed a better understanding of himself and others? How can he determine whether his aspirations are more realistic? How can he find out whether the student is applying psychological concepts to activities and relationships outside the classroom?

For the most part, the instructor evaluates by inference. Some multiple-choice test items involve the ability to apply psychological principles to common situations. Essay test items present the student with problems that can be solved adequately only with the use of psychological concepts. Students' comments in classroom discussion or in written work sometimes reveal evidences of growing insight into the nature of human behavior. Occupational projects may indicate the extent to which students are thinking realistically about their relationship to the world of work.

As evaluational information is accumulated through the use of these approaches and techniques, still other questions arise. How should one evaluate the student who shows great psychological insight on paper, but seems unable to apply it to his everyday life? What grade should be assigned the student who makes sensible comments in class, but does poorly on paper-and-pencil tests? Are instructors to assign grades on the basis of a student's apparent adjustment or on the basis of the marks he gets on his projects and examinations?

The problem of examinations is a particularly difficult one. On the one hand, the instructor invests a great deal of time and energy into developing the accepting and permissive classroom climate that is essential for change of attitudes, feelings, and preconceptions. Can this permissive, accepting discussion leader and counselor suddenly switch his role to the grimmer and more anxiety-

important that students continue to make such application *after* they leave the psychology classroom. The staff is also aware that the attitudes students develop are an all-important determiner of the success of their experiences in Psychology 10.1 and 10.2.

Problems Encountered

One problem has to do with instructional methodology. Is the traditional lecture method appropriate to the Psychology 10.1 and 10.2 classroom? This question has concerned the teaching staff from the beginning but it has been answered on an individual basis rather than through any group decision. Instructors tend to use the discussion method far more frequently and extensively than it is used in more traditional courses. They have been aided in this practice by the willingness of the college administration to keep the size of classes to an average of thirty, although even smaller classes would be even better.

Mental health films like "Over-dependency," "Angry Boy," "The Quiet One," and the McGraw-Hill films on development stages in childhood and adolescence provide "common experiences" for the members of the classroom group and serve as bases for class discussion. Instructors also use small-group problem solving, sociodrama, field trips, psychological testing, and classroom demonstrations, particularly in the field of social psychology. Experimentation with methods and materials has continued in an attempt to find better ways of reaching the goals of the course

Definition

A second problem is related to the first. Psychology 10.1 and 10.2 involves attitudinal goals, uses discussion methods, and is supplemented by a counseling relationship between instructor and student. Is Psychology 10.1 and 10.2 an academically respectable course, like General Introductory Psychology or Mental Hygiene or Social Psychology, or is it something else, such as group therapy or group guidance? The problem is essentially that of keeping Psychology 10.1 and 10.2 from being just another course in psychology on the one hand, or group therapy on the other. Hence, the instructor must create an educational experience for his students that is neither a traditionally academic one nor group therapy. It must be an experience that has content and that con-

10.2. The College places a premium on effective teaching, and staff members are selected on the basis of personal effectiveness in teaching and counseling, rather than purely on the basis of the applicant's research reputation.

Changes in the Course

It may be helpful to describe some of the changes that have taken place in Psychology 10.1 and 10.2 during the seven years it has been offered. Such a discussion will illustrate some of the problems that are to be encountered in developing a general education course in psychology.

Procedure

When Psychology 10.1 was first taught in the fall of 1948, the emphasis was largely on diagnosis. Much of the class time was devoted to the administration and interpretation of psychological tests. Very likely this emphasis was due to the importance placed on the personal problems of the student in the research on student needs reported at the faculty conference the previous year. Perhaps, too, the teaching staff saw psychodiagnosis as a direct approach to the objectives of the course. In a course that was supposed to deal with the needs and problems of students, what more effective way could be devised to bring them to the attention of the class than to locate and identify them? Still another factor may have been the background and training of the teaching staff. Inasmuch as they were well-prepared in psychodiagnostics, here was something they could use and discuss intelligently.

This approach did produce some positive results. Students appeared to gain some value from the discussion of test results, but it seemed to the teaching staff that the semester's experience fell far short of its objectives. For one thing, it was difficult to integrate test findings into any consistent frame of reference that was helpful to the understanding of oneself and others. Furthermore, the administration of tests used class time that might better have been spent on another kind of activity involving the group to a greater extent.

Some instructors still give psychological tests during the first semester of the course, but the trend generally during the last six

provoking role of the dispenser of rewards and punishments? It helps very little to argue that students should have known all along that they would be graded that students should be able to face appraisals of themselves that the two roles are not as incompatible as they seem. Instructors who have seen the relaxed, anxiety free classroom climate they have so carefully nurtured disappear overnight when the results of the first midterm examination grades were announced are not so easily convinced. Evaluation, they point out may be necessary and desirable, but when it is linked with such irrelevant factors as competition, academic failure, and grade getting the disadvantages seem to far outweigh the advantages. It means that the instructor is impaled on the horns of a dilemma the need to choose between the dual roles he must play as a builder of group morale and as the instigator of anxieties.

Still another aspect of evaluation that presents unsolved problems concerns the judgments that the teaching staff must make with regard to the effectiveness of their own work. This question will be considered at a later point in this chapter.

Orientation

A fourth problem is that of orienting new staff to the course. It takes time for a new staff member to develop an approach appropriate both to the general education philosophy and to his own background and experience.

At present new staff members are provided with a composite outline of the course together with mimeographed copies of statements covering various aspects of Psychology 101 and 102 developed by staff members during preceding years. Most of the orientation is of an informal nature. One or two luncheon meetings are arranged giving the new members opportunities to ask questions regarding the character of the course. Senior members of the staff also use this opportunity to exchange ideas on some of the teaching methods that have proved to be useful. The most effective orientation however appears to be the informal kind such as that which takes place over a cup of coffee in the college union.

The policy of the department requires that every member of the staff carry approximately from a fourth to a half of his teaching load of twelve semester hours in Psychology 101 and/or

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years has been to de-emphasize the administration of tests during the first semester and to place them instead in the context of the unit on selection of an occupation in the second semester, at which time most of the instructors administer and interpret such tests as the Kuder, the Strong, and occasionally the *Occupational Interest Inventory* (Lee-Thorpe).

During the spring of 1949, when the second semester portion of the course Psychology 10.2 was first taught, the entire semester was taken up with a consideration of the information needed to make a realistic decision as to one's future occupation. Again, the teaching staff used the direct approach. The student needs study had indicated that students tended to be unrealistic about the choice of their future occupations; hence it was assumed that what they needed was a large fund of accurate occupational information to serve as a basis for making more realistic occupational choices.

As a result of their experiences during the first year, staff members felt that students made some positive gains, although they were even more dubious about the success of the second half of the course than they were about the first half. For one thing, the motivation of students during the first part of the course was much higher. This was understandable, because the first part dealt more obviously with students themselves. Staff members wondered, too, about the advisability of including so much information in a single semester course. So little of it seemed really relevant to the immediate problems and needs of the student. Furthermore, student evaluations rather definitely raised some questions about the value of the educational experience.

It required several semesters of teaching Psychology 10.2 to develop a workable formula for the course. Instructors found that it helped to have students do occupational analyses and to have them take tests to explore their interests and skills. They found that occupational information had more meaning when it was located by the students in the process of doing studies on the choice of an occupation. But the most important development was the realization by the staff that occupational choice was an aspect of the individual's adjustment to the world of work, which, in turn, was an aspect of his general adjustment to the world of people. By putting occupational choice and job adjustment into the context of

social adjustment, the staff was enabled to help students relate the second semester more readily to the first. Furthermore, the new emphasis of social adjustment enabled the staff to move the consideration of some concepts—group process, crime and delinquency, and the like—from the first to the second semester. These changes not only made better sense psychologically, but they enabled the staff to develop the second semester into an experience as student-centered as the first semester.

One of the changes that has been implicit in the general development of Psychology 10.1 and 10.2 has been a general shift from the direct approach to achieving the goals of the course—diagnosis of personal problems, presentation of occupational information—to an indirect approach. The Psychology 10.1 and 10.2 instructor more typically today helps the class to devise situations and problems which demand the development and use of psychological principles and concepts. The study of self from the standpoint of a future career, for example, calls upon the individual to gather and evaluate data about himself, to consider his relationship to his environment, and to identify relationships between his interests and abilities and the demands of society. Thus the learning in the classroom is based on the application of psychological principles rather than solely on information contained in a textbook or lecture.

Textbooks

The matter of supplementary reading materials was also a problem during the first few years. The 3rd edition of Ruch's *Psychology and Life* was first used but it seemed to be more directly related to the conventional course in general psychology. During ensuing semesters, other texts were tried: H. W. Hepner, *Psychology Applied to Life and Work*; Gardner Murphy, *An Introduction to Psychology*; E. Terry Prothro and P. T. Teska, *Psychology: A Biosocial Study of Behavior*; Fred McKinney, *Psychology of Personal Adjustment*; and Walter C. Langer, *Psychology and Human Living*, to name some of those that received more intensive consideration. Texts were changed semester after semester by instructors seeking a book that would meet their needs; as many as four or five different textbooks were on trial in the various sections of Psychology 10.1 and 10.2 during any given semester.

At one point, the staff decided to develop a book of readings. Accordingly, an editorial committee was set up, staff members nominated their favorite references, and a mimeographed two-volume textbook of readings was produced. This book was well received by some of the students, but others were discouraged by its somewhat unprepossessing appearance. However, it appeared to be a step in the right direction, because it brought together some of the key ideas and concepts that were emerging in the teaching of Psychology 10.1 and 10.2. A proposal was made to develop a staff-written textbook, but the very size of the staff (approximately fifteen) made this suggestion impractical. Finally, the present writer set about the task of developing a textbook for the course. Since its publication in 1953, *Psychology of Personal and Social Adjustment* has been adopted as one of the two major textbooks. E. R. Hilgard's *Introduction to Psychology* also appeared in 1953 and seemed, to many of the staff members, to embody the concepts and principles of dynamic psychology that they had been attempting to teach in Psychology 10.1 and 10.2. It was decided, therefore, to select Hilgard's *Introduction to Psychology* as the required textbook for the first semester and to use Lindgren's *Psychology of Personal and Social Adjustment* as the required textbook for the second semester. In addition to the required text, the use of the other text was left up to the discretion of the instructor.

Present Effectiveness

There has been no systematic, large-scale research devoted to determining the success of Psychology 10.1 and 10.2. For one thing, the goals of the course are such that progress in their achievement cannot readily be measured. This is a problem that is commonly encountered when attempts are made to evaluate courses that place a rather high value on attitudinal and conceptual goals, as contrasted with courses that are more concerned with acquisition of information and specific skills. And the success of students in Psychology 10.1 and 10.2 cannot readily be compared with students in more traditional and academic counterparts of the course, inasmuch as there are no such counterparts.

Hence staff members have been forced to be more or less content with evaluation that is less precise and more clinical. The

results of such informal evaluation may be reflected in the feeling of the staff that Psychology 10.1 and 10.2 is a "good" course, a course they consider worthwhile, a course which they enjoy teaching, but a course that can also be improved.

Student opinion tends to confirm these impressions. One of the earlier surveys of student opinion placed Psychology 10.1, the first semester course, near the top of all the general education courses in terms of interest and value to the student, whereas Psychology 10.2, the second semester, placed near the middle of the list. A subsequent survey using criteria that were not exactly comparable to the first survey shows Psychology 10.1 and 10.2 to be near the middle of the list of general education courses. It is the opinion of the psychology staff, based on reports made by staff members from other departments, that this shift in relative position may be due to improvements made in the teaching of other subjects, rather than to a worsening of instruction in Psychology 10.1 and 10.2. In the opinion of the teaching staff, the instruction in the course has actually improved since the first survey of student opinion was made some five years ago. However, the second report does emphasize the need for better methods of self-evaluation on the part of the staff members.

Some instructors use student evaluation as a means of estimating their own success as teachers, as well as the success of the course. The writer is conducting an on-going evaluative study which has resulted in a body of data covering a period of five years. These data were obtained by asking students to rate various aspects of the course, including lectures, discussions, written assignments, textbooks, instructors, and the over-all value of the course as a whole. Ratings were given on a five-point scale on which 5 represents a rating of excellent and 1 represents a rating of unsatisfactory. The results of this study to date indicate that the efforts of the instructors have been favorably regarded and that the course has been generally accepted as being one of value.

THE PERSONAL AND SOCIAL GROWTH COURSE AT MOORHEAD STATE COLLEGE

*Delsie Holmquist**

Moorhead State College is a small institution with a student body of approximately one thousand students. The students form a fairly homogeneous group. Most of the students come from nearby small towns or rural communities. The economic backgrounds are similar, with families of students being in the moderate or low income groups. In religious choice, students are chiefly Protestant, with the largest number being of Lutheran faith. Their academic backgrounds are much alike. In conduct students tend, for the most part, to be conservative, shunning extremes in manner and ideas. The recognition of these common qualities was helpful in the assessment and prediction of some of the needs and interests of the students. The members of the staff in general education were aware also of the significance of individual differences and took account of the following: (1) differences in motivation which impel students to enroll in college; (2) differences in emotional, intellectual, and physiological development, and (3) differences which students manifest in adjusting to a physical handicap. These differences imposed upon the staff the need for setting up a general education course that is flexible but not so loosely organized that it threatens to become aimless. The question posed by the staff was: "How can common needs of all students be stressed without neglecting the peculiar needs of the individual?"

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Another problem evident to the staff related to the change within recent years of the mores of the entering freshmen. There appears to be among freshmen entering college a verbal precociousness with regard to dating, girl-boy relationships, and attitudes toward social conventions and obligations. Some students have been "going steady" since freshman days in high school. The problem arises from the discrepancy between their seeming emotional maturity on one hand and their immature intellectual development and irresponsibility toward study, personal finances, and the general welfare of the group around them. The question which the staff faced here was, "Can anything be done to aid the development of all-around maturity of the student?"

In setting up the aims of the course, the staff used as its framework the basic concept underlying the educational program of the college: "Personality growth and development is assumed to be the process of acquiring and integrating the understandings, appreciations, special abilities, and skills essential for living an effective life in a democratic society. By developing these elements of personality, the individual progresses toward intellectual, vocational, emotional, and social maturity." This definition served as a general point of departure from which to begin planning for the course.

In summary, the course in *Personal and Social Growth* was established as an integral part of a general education program which presents to the student the opportunity for self-discovery. The course was intended to serve not only as an introduction to general education but also as a direct means for fulfilling specific maturational purposes of the program.

Development of the Course

The experimentation that preceded the initiation of *Personal and Social Growth* reveals errors in judgment as well as time and effort seemingly wasted. As a result of feelings of dissatisfaction on the part of students and staff with the week of freshman orientation, the Council on General Education organized a new course that extended throughout the fall quarter. This class met weekly with attendance required but with no credit. The course content was selected on the basis of the student's immediate needs in his college environment. Lectures were given concerning scholarship

regulations, methods of study, use of the library, and other related subjects. Although the extended time for the orientation of the student was thought by the Council to be valuable, the student response to this course was generally unfavorable.

After deciding that both the content and the procedures for teaching the course were inadequate, the planning committee viewed the need for an extension of the course both in time and in materials to be presented. The concept of human growth and development became the basis for planning. In the organization of content, faculty members who were not on the committee as well as outside consultants were invited to contribute their ideas. The materials adopted centered around the individual and his problems of adjustment. Emphasis was placed on the physical, emotional, and environmental influences affecting the behavior of the individual. Adjustment was viewed as a process involving past as well as present experiences and pointing toward continuous development.

The Junior Advisory Committee under the supervision of the Council on General Education was given the responsibility for administering the program. The classwork was organized as a four-hour credit course required of all freshmen. The class met three times a week to listen to lectures and once a week in small sections with a member of the committee as consultant or leader of the discussions. These sectional meetings were devoted to discussions of assigned readings and to further elaboration and interpretation of the lectures. In addition, these meetings were used to identify student needs and interests. The members of the committee met every week during the quarter to discuss the outcomes of the week's work and, when necessary, to modify the future plans.

An evaluation of the first quarter's work in the course tended to show that considerable progress had been made in improving the content of the course but that procedures used in teaching the course were not suitable. The lecture method, used for the most part in the course, was too formal for the anticipated outcomes. However, as the committee studied the problem and reviewed the records of the class meetings, the materials of the lectures, and the responses of the students, they became convinced that other significant factors were involved. They concluded that one of the chief difficulties lay in the fact that some members of the faculty assisting in the instructional procedures had not fully understood nor accepted the

concept of human growth and development as the basis for both the content and processes used in the course. The instructors had relied for guidance on experiences derived from teaching other courses of a similar nature. As a result, these instructors tended to feel that emphasis should be given only to the students' immediate needs in the local college environment; consequently, they viewed the course as one which was definitely terminated at the end of the quarter's work. Another difficulty arose from the dubious academic status of the course. Some members of the committee as well as others outside this group questioned the validity of giving 4 hours' credit to *Personal and Social Growth*. This criticism was shared also by students in their judgment of the merits of the course.

Throughout the discussion, members of the committee continued to hold the belief that the essential purpose of the course and the formulation of outcomes for it were sound; however, they were ready to acknowledge the fact that the goals had not been achieved. In attempting to remedy the situation, the President of the College selected new personnel for the committee for the following year. He chose members of the faculty who, through experience and education, were both familiar with and sympathetic to the point of view expressed as the basic concept of the program. The meetings of this group were in the nature of in-service education and involved: exchange of ideas, review of examples of materials used in similar courses, exploration of resources in personnel and facilities of the college, and suggestions for new materials and procedures.

A syllabus was prepared which indicated the order of the units of work for the quarter, the general outline of the activities, and the desired outcomes. In addition, a list of reference readings was supplied. The units were made flexible so that the details could be modified to suit the particular needs of each group as well as to fit the instructional procedures which each teacher found most appropriate. The lecture method was abandoned. Instead, the total class group was divided into sections of about twenty-five students. Groups are presently conducted in an informal manner, giving ample opportunity for the students to express their interests, needs, and dissatisfactions. Students recognize early in the course that they have a responsibility for determining the content and procedures of the course and for suggesting means for improving the general welfare of the group of which they are members.

Since the general education program is a part of all curriculums in the College, all entering freshmen are required to enroll in *Personal and Social Growth*. Exceptions are made for veterans of military service. They may enroll if they wish, and many choose to do so, but they are allowed to proceed to the next course in the sequence on the recommendation of their advisers. This decision was reached because it was found that veterans, who were for the most part married and eager to complete their college work in a minimum amount of time, were frequently impatient with teen-age anxieties and preoccupations. In some cases, too, teen-age students were hesitant to discuss matters of dating, sorority rushing, home problems, and religious doubts in the presence of the veterans.

There is no attempt made to section students in any way as they enroll, but there is an attempt to equalize numbers of men and women in each section. This equality of distribution cultivates a coeducational attitude and discourages the tendency of girls to gravitate to one side of the classroom and the boys to the other. As the quarter progresses, this arrangement also assists students in talking frankly on subjects of interest to both groups. Men and women students can discuss relations of men and women and social attitudes without embarrassment and to the profit of both sexes if a permissive and emotionally comfortable atmosphere is established.

Approach to Content and Procedures

As is usual in planning courses, the establishing of goals and the defining of purposes are relatively simple. Difficulties arise in the attempt to translate these into organized curricular experiences. As a result of experiences gained in organizing previous courses, the staff felt it already had achieved some understanding of students in the College. The staff also felt that the adoption of a single approach would enable all teachers to integrate and relate both content and aims. At this point, it became evident that the staff members were assuming omniscience and omnipotence and tending to be all-inclusive and very general in stating outcomes in terms of desired behavioral changes. The means for assisting students in achieving their goals were not being ignored but they were apparently lacking in coherence since the staff had arrived at no satisfactory criteria for use in selecting materials which were both manageable and directly related to the end result.

The common qualities of our relatively homogeneous freshman class were originally thought to be adequate as a general basis for determining the approach to the course. However, the staff concluded that qualities such as "conservative," "similar educational background," "Protestant," and "mainly rural," were neither descriptive nor clearly definitive for use in deciding upon procedures or materials. Something more definite was needed as a unifying concept for a course organization which would bring about the desired outcomes.

In considering the post-adolescent and college youth, the staff found many complex analyses that highlighted adolescence and post-adolescence as a stage characterized by problems rather than as a period of developing maturity.¹ The staff decided to focus attention on the common needs of youth in our culture in their search for a satisfying life. This precluded the cataloging of a series of problem situations which teachers would aid students in circumventing. Instead, the staff would abstract from each recognized human need those aspects revealed in group or individual situations as significant for students entering college. The staff accepted the list of needs developed by Maslow, modifying it and adapting it to suit the special situation.²

Upon entrance into the course, each student is given a list of the basic needs together with a brief analysis of each. As the course progresses, the idea of satisfying needs as a significant aspect of personality development becomes the means for understanding individual behavior and interpersonal relations.

Both class and extra-class activities provide illustrations and opportunities for analysis but the needs are not given equal emphasis. Thus the physical needs of individuals are treated very briefly since experience has shown that most students have had courses or units on hygiene and physical health in high school and are disinterested in materials dealing with basic foods and nutrition, cleanliness, adequate rest, and so on. When occasions in the class sessions warrant, there may be a discussion of the appropriateness of nutrition and clothing with illustrations to demonstrate that food,

¹Philip E. Jacob, *Changing Values in College*, New York: Harper and Bros., 1957.

²A. H. Maslow, *Motivation and Personality*, New York: Harper and Bros., 1954.

clothing, and shelter often provide more than physical needs. An example may be seen in the handling by the teacher of the attitudes of some second- and third-generation students who are openly scornful of European customs and traditions as displayed during holiday seasons in the local communities. In the class, these students are helped to appreciate the fact that such things as the Scandinavian "lefse" and "lutefisk" are more than bread and fish, in that they are a means of preserving values that have been important to their forebears and hence may be of value for them.

The need for belonging is viewed as more than becoming affiliated with campus groups. To assist in bridging the gap between high school and the new college environment, leaders of various student organizations work with the members of the faculty to encourage each freshman to continue with activities he enjoyed in high school but also to explore new fields of interest. This continuance of participation and the exploration of new activities are the means by which students begin to realize why membership in some groups may prove satisfying and in others, disappointing.

The discussions in class deal with organizations and groups on the campus. As students come to realize that individuals satisfy their needs in different ways, and that past experiences are clues to present behavior, they usually understand the reasons for their social success or lack of it in the social setting. The staff members cannot provide ready formulas for student acceptance and campus popularity, but they do observe that students, eager to become participating members of some group, are generally acceptive of their own assets and agreeable to doing something about their handicaps. Care is taken that no student feels threatened by any situation occurring either in class or in the extra-class activities. With this structuring, some shy students will continue to remain passive in class and purely "spectator" in their extra-class activities. Members of the teaching staff must remain content with this outcome. Their hope will be that the student has an adequate understanding of the cause of his behavior and an appreciation of the ways in which his need for belonging can be satisfied.

Students are usually willing to discuss with the group or individually with the instructor the matter of membership in sororities and other selective groups—the importance of these organ-

izations, what it means to belong, what it means to be unasked. Post-adolescents tend to be exceptionally realistic about themselves and to have a resilience of spirit that is not always evidenced by adults. Students admit they want to belong to certain organizations; they acknowledge their deficiencies with respect to suitability for membership; and they confess their disappointment in being passed over in the process of selection. In most instances, their resiliency of spirit is demonstrated by their "bounce back" after the disappointment and their energizing themselves to try again.

In dealing with the student's needs of status and self-esteem, instructors of the course in *Personal and Social Growth* are aware of the fact that the student does not entirely free himself from his home when he comes to college. The demands of home and college do at times, however, present conflicts in values and mores. Students do not always realize that the behavior which was approved at home is not necessarily approved in the college setting. Some patterns of behavior are accentuated when the student is removed from the supervision of home. The new freedom may provoke childish demonstrations with which his peers will usually deal. If, however, the behavior results from a deeply felt need to achieve status, then the student may, through his own self-understanding, find a socially acceptable means of need satisfaction. A college student was overheard to say, as if discovering a new truth, "Everyone wants to be somebody." A recognition of this drive and of ways to fulfill it without disrupting others in their pursuit of a similar goal is a valuable insight.

times limited to the narrow aspects of political, athletic, and social activities—he may be able to reduce his anxieties to tolerable limits.

The foregoing discussion of the needs concept is a summarization of our approach to the use of the concept of needs as a continuous means of relating materials, the student, and the student's goals. We know that needs of individuals do not of themselves supply content materials. In order to put needs into a context, the faculty planners of the course in *Personal and Social Growth* organized the course into four units with individual needs as the integrating and synthesizing principle and with each objective relating to the needs approach.

Unit Organization

Four main units compose the course consisting of: (1) the College, (2) Adjustment to Academic Life, (3) Social Adjustment, and (4) Mental and Emotional Adjustment. The general objectives stated in terms of the student's development are: (a) to attain a sound academic adjustment to college through the development of desirable attitudes about and an understanding of the purposes of higher education; (b) to attain sound personal adjustment through an understanding of the self and of the relationship of the individual to his environment; and (c) to attain sound emotional and social relationships through the experience of working cooperatively with others.

Since these general objectives are so all-inclusive that they seem impossible to realize, more specific outcomes have been listed under each unit in relation to the development of specific understandings, attitudes, and abilities. For Unit I, some of the objectives are listed as: understanding of the primary purpose of a college; knowledge of the Moorhead State College, its facilities and offerings, knowledge of the academic requirements, regulations, and traditions of the College; acceptance of college regulations and traditions as a result of understanding their purpose and value rather than conforming to them for reasons of fear of consequence or show of authority.

A few of the objectives for Unit II are as follows: the establishment of good study habits suitable to the individual; the establishment of goals commensurate with one's abilities and the ability to accept new ideas without threat.

The unit stressing social adjustment covers, for instance, knowledge of certain social amenities; understanding of one's deficiencies in social participation, and ways of overcoming these deficiencies; exercise of the ability to lead in a democratic manner and the ability to follow the lead of others; development of an attitude of social responsibility with the gradual widening of one's sphere of social responsibility and participation.

Unit IV which is considered the most significant part of the course has as its aims: understanding of the basic needs common to all persons and of individual variations in the pattern and expression of needs; the increasing of one's ability to satisfy needs in a socially desirable way; and the appreciation of one's own cultural heritage with an attendant willingness and desire to enlarge the horizons of understanding to include the cultural heritage of others.

Since these objectives are also stated in terms of desirable traits of character and personality, it is not always easy to determine what content and what procedures should be used to bring about the stated ends and how to recognize the changes which occur. In order to deal with actual conditions as students experience them, the staff members in their meetings ask themselves, "What is the purpose of the content materials used at this particular time?" "Are we thinking of outcomes in terms of students and their behavioral change?" "Are we thinking that, even though the desired results are not achieved, certain other desirable by-products may emerge because teacher and students have assembled in a classroom?" A certain doubt and uneasiness assail the staff at times when the tenets of some popularly accepted textbooks are challenged. These doubts also serve as stimuli to further planning.

There is no regularly defined pattern for presenting the units. Each section develops its own organization of materials within the framework as a result of student requests or from situations which arise making certain discussions and investigations appropriate. Students sometimes request discussion on particular topics. For instance, women students often ask men students to discuss the qualities that make a girl popular. Status of women and men, marriage, and ways for increasing one's social acceptance are matters of considerable interest.

The announcement of a college engagement may bring about a discussion of marriage and of the present-day role of husbands and wives as students. Some of the students come from homes where parents disapprove of dancing; consequently, these students are not sure what their attitude toward dancing should be. A frank discussion in the classroom often serves to support the individual's personal conviction and may serve to allay fears and reduce tensions concerning social dancing. In another instance, a member of a minority group may enroll at the College. A casual comment is made about his acceptance or rejection by the men on his floor of the dormitory. This may bring about a discussion of attitudes and value judgments, and how value systems are developed. Finally, character portrayals and scenes of dramatic action reviewed from a campus movie or college play may be used to introduce types of adjustment mechanisms without unduly threatening the individual student.

No method of presentation is exclusively used, but group discussion appears to be predominant. A variation is achieved by students' use of panels, demonstrations, socio-drama, group projects, and reports. The students themselves and the nature of the topics under consideration usually determine the methods used. Recently the problem of marriage between persons of different religious faiths was treated in an unrehearsed dramatic presentation. Both spectators and participants took the presentation seriously, and better understandings of the emotional factors involved resulted.

Extra-Class Activities

Demonstrations are a large part of the so-called extra-class activities of the course. Since one purpose of the course is to supplement the programs of dormitories and student centers by giving students opportunities for gaining social competence, a number of laboratory experiences of a social nature are provided. Before the first formal reception, an event foreign to the experience of most students, the students in each section rehearse the routines of proceeding through the receiving line, making introductions, and conversing at the tea table. Attendance at the reception has been considerably increased during the past years, and students often exhibit a social aplomb that the faculty might envy.

At various times during the term, one section is host to another section at a tea, dance, or card party. The next day in class the affair is talked over with suggestions being made for improvements or changes in the behavior of individuals or groups. At these laboratory sessions, instructors of the various groups are present, but the students do all of the planning and carrying out of activities.

All meals for students in residence are served in a cafeteria. The most apparent student aim has been that of getting out as fast as possible. As a result, many of the students fail to observe some of the acceptable table conventions. By way of reminder, men and women students of the class in *Personal and Social Growth* demonstrate the setting of tables, serving, and use of silverware. In order that the students may actually comply with the conventions demonstrated in class, plans are made with the manager of food services to provide an occasional "dress-up" dinner in the cafeteria replete with table service. Response to this has been gratifying, and students seem to react favorably to the atmosphere fostered by long dresses and high heels and by coats and ties. Students also discuss acceptable dress in the class, with the men offering some very pertinent suggestions to the girls about dresses, shoes, jewelry, and even hair styles.

Another aspect of the extra-curricular activities of the course is seen in the collaboration with upperclassmen in certain activities, particularly with the members of the Student Commission. The faculty committee works with the Commission to plan ways by which freshmen can be made to feel an essential part of the whole student body. Working with the teaching staff, the Commission organizes the social activities of the first week, exerting special effort to make all newcomers feel welcome. During the quarter, the Commission, with the cooperation of section leaders, supervises elections for freshman class officers and other class activities.

Early in the quarter two freshmen, a man and a woman, are elected from each section of *Personal and Social Growth* to form a Freshman Council. These representatives report to the Council the recommendations of their sections for improvement of freshman morale and status. The actions of the Council are in turn reported to each group by way of follow-up. As a result of the protests coming from the various sections on the penalties which

sophomores have exacted of freshmen for not wearing "beanies," hazing has been abolished. Now freshmen are inducted into college activities by being given places of responsibility on committees for homecoming, college dances, and athletic events. Through these means, the freshmen begin to take an interest in all-college affairs and become active participants, demonstrating zest and enthusiasm.

The Freshman Council also becomes a clearing house for complaints of freshmen. If these are found to have a real basis, referral is made to the Council and from them to the appropriate authorities for their consideration. Attention has been called to such matters as: the inconvenience caused by the short noon hour service in the cafeteria; the method of selecting candidates for the Student Commission; the lack of housing facilities for off-campus students; the need for instruction in social dancing; the need for extending the library hours. In some cases, the complaints have been found to be reasonable and changes have been instituted. Not all discussions of this nature have been on a lofty plane, some being merely recitals of petty personal annoyances. The class does offer the opportunity for students to "let off steam," and some grievances, after being discussed in a group, are revealed to be trivial and are dismissed with common consent. In most instances, students are observed to be fair-minded and able judges in matters of real concern to the welfare of the larger group.

The staff members freely admit that activities of this last description are thin academically, but they believe some frustrated, insecure, and timid students may gain a measure of social effectiveness through participation in discussion of these topics of non-academic nature. The tensions thus relieved may pay academic dividends elsewhere.

Faculty

The choice of faculty members appointed to teach *Personal and Social Growth* is one of the chief factors in the success of the course. While good academic background, particularly in the behavioral sciences, is important, the attitudes of the faculty toward the purposes of the course and their methods for teaching it are equally important. The belief that students shall be given

opportunity to express and solve problems with a peer group in a permissive atmosphere is also important. A willingness to experiment and, if necessary, to abandon textbook procedures and routine assignments is requisite. The ability of the teacher to discuss problems frankly and with a positive outlook contributes to the student's ready acceptance of the course.

Faculty members with these qualifications are not easy to find. Various departments—education, physical education, counseling personnel, science, and literature—have provided staff. Strong administrative support of the course has heightened faculty morale and interest. The administrative backing has aided in establishing the course as one “academically respectable.”

Additional status is given the course for the reason that the staff is carefully selected in terms of academic background. Chairmen of departments, deans, and outstanding teachers in various fields have participated in the teaching. It is generally conceded that *Personal and Social Growth* is not a course that just anyone can teach. A great deal of in-service education goes on through the committee meetings and the pooling of ideas and experiences. On the other hand, the course has not been regarded as an internship course for the training of inexperienced faculty members.

Insistence upon a staff competent to deal with the many phases of student activities—both curricular and extra-curricular—is reasonable since each faculty member in the program becomes the academic adviser and personal counselor of the students in his class for two years. During the first term the instructor usually gets to know each of his students personally. He becomes acquainted with the student's family background, with the student's community, with his vocational goals and his academic competencies. The instructor is also provided with health records, various test scores, and information on social and religious affiliations. Through this accumulated material, each instructor is able to aid the student in planning his college program. In addition, he is able to give counsel to the failing or disturbed student who knows that he can secure a hearing with his adviser on any problems which he wishes to discuss.

Despite the breadth and depth of their experience, the members of the staff have discovered problems with which they are not able to cope. In these instances, the student is referred to the

appropriate person or service, such as religious leaders, college personnel staff, psychologists or psychiatrists, physicians, or faculty members with particular competency in an area. In some cases, additional course work provides an opportunity for continuing assistance on certain problems. The course in *Personal and Social Growth* is introductory to two other courses that follow in sequence. The emphasis in the first course, as already indicated, is on the individual and his needs. The emphasis in the second is on the individual as a member of a group, the role of the group in personality development, and the problems of inter-personal relations. The group studied is the family, first from the anthropological point of view, and then in terms of the problems and changing status of the family in our American culture. The third course focuses on critical thinking, a major aim in general education. The emphasis here is on analysis of questions of major concern to the individual in our society. This sequence serves as both the introduction to and the synthesis of the general education program.

Evaluation

Each student is given an opportunity to write freely and anonymously of his reactions to *Personal and Social Growth* and to give suggestions for improvement. Student response has, for the most part, been very favorable and some of their proffered suggestions have been accepted. In a recent examination by the American Association of College Teachers of Education, the members of the examining group reported that, of all the freshman courses, *Personal and Social Growth* received the most enthusiastic reactions.

The members of the staff have also attempted to appraise the course through use of the various types of examinations and testing devices and observations by the teaching staff of the behavior of students in unsupervised situations. The noting of (1) reactions of students to situations of conflict, (2) their choices of social and recreational activities, and (3) individual progress in academic subjects is of evaluative importance.

These attempts at evaluation have not been sufficient to demonstrate whether the adaptation of means to ends has been

effective. The evaluation has been neither systematic nor broad enough in scope to reveal the strengths or the inherent weaknesses of the course. Much needs to be done to assay the change in behavior of students and the degree to which change is attributable to the course. There is a decided need for a special study to be made on the purposes and objectives of the course in terms of long-range outcomes. A study of seniors and graduates deserves to be made in an effort to determine whether the course in *Personal and Social Growth* has contributed anything of more significance to the individual's development than has the week of orientation. Furthermore, an evaluation should be made of the effect of the course on the general education program, and its particular contribution to the fulfillment of educational and personal goals. Evaluation of this type may reveal weaknesses in both purposes and techniques.

Studies of this kind require a dedication of time and effort. Since a great deal of time and energy is being expended by the teachers of the course, evaluation has been delayed. The evaluators anticipate the development of some standardized instruments capable of measuring changes in behavior, these to be available for their use in a systematic appraisal.

Though lacking in concrete evidence, the staff members are convinced that the course has real value. There is doubt, however, whether the value of the course will remain in view of the increasing enrollments. Much of the particular quality now apparent in the course may be lost when the size of classes is so large as to limit group discussion. The attendant danger is that key faculty members may be withdrawn from the teaching of *Personal and Social Growth* as class enrollments increase in their departments. If less well-qualified persons assume the teaching of the course, there is some question about the rapport which will be enjoyed between teacher and student. Strong administrative support will be needed as defense against the argument that *Personal and Social Growth* is a luxury which a college with a large enrollment cannot afford.

If, however, the course continues according to the present plan, the chief concern will be with better selection of content, with improved techniques for teaching, and with development of evaluative procedures. The goal of achieving emotional and intellectual maturity requires that both faculty and students combine their efforts to discover and utilize more effective ways of obtaining the desired aims.

PERSONAL AND OCCUPATIONAL PSYCHOLOGY AT BOSTON UNIVERSITY COLLEGE OF GENERAL EDUCATION

Ernest B. Walston*

The guidance course in *Personal and Occupational Psychology* at Boston University College of General Education is a two-credit hour course required of all freshman students. In the first semester, freshmen have two meetings a week, a lecture meeting of the entire class and a discussion section meeting limited to twenty-five students. The second semester requirement is an occupational research paper covering the occupation tentatively chosen by the student and completed in consultation with his counselor. In addition, one lecture meeting a week is scheduled to present information about fields of work.

This course, which is the only formal offering of the Guidance Department, is accepted for credit in all the undergraduate colleges in Boston University. This course, in conjunction with the psychological content in the freshman Human Relations program, meets the basic requirement in general psychology for transfers to the College of Liberal Arts.

The counselor of a student is also his classroom teacher in the guidance course. This has proved to be a useful organization, since the counselors are trained in psychology and guidance and the joining of the two functions enables the counselor to see a student both as a member of a group and as an individual.

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Outline of the Course in Personal and Occupational Psychology

PART I. ORIENTATION

1. Orientation to Boston University and to the College of General Education: its program, aims, student-faculty relationships, unique characteristics, etc.
2. The aims, organization and responsibilities of the Guidance Department and its role in an integrated general education program.
3. Orientation to the College and Universities libraries: the special characteristics of the library and its relationships to the program.
4. Values in higher education and educational maturity: with an attempt on the part of students to analyze their reasons for college attendance and to determine those qualities most closely associated with success in a college program
5. Effective study: the over-all treatment of the subject leads into a developmental or remedial program for those who have serious problems in this area.

PART II SELF-ANALYSIS

1. *The Psychology of Individual Differences*. The concept of trait differences is presented. It includes a summary of research findings relative to the characteristics, variety and assessment of these differences.
2. *The Methods and Techniques of Self-Analysis*. This unit includes a discussion of introspection, personal history pattern, autobiographical sketch, objective tests, academic try-out, work experience and avocational activities.
3. *Intelligence and Scholastic Aptitude*. This unit deals with differences in intelligence, with attempts to measure these differences, and with the educational and vocational implications of the results of intelligence and scholastic aptitude test results.
4. *Relation of Achievement to Scholastic Aptitude*. The theme in this unit is that past achievement is often one of the best indices of future accomplishment.
5. *Types of Aptitudes*. A working definition of aptitude is developed and consideration is given to the various types of aptitude. Methods used in measure-

ment are discussed together with limitations which must be recognized.

6. *An Interpretation of Measurement.* The student is introduced to the basic concepts and tools of measurement as a background for interpretation of test results. The importance and limitations of psychological measurement in the evaluation of individual differences are discussed. The student also receives instruction regarding basic statistical concepts.
7. *Personality.* This unit contrasts the psychological interpretation of personality with popular conceptions. Topics covered in this unit are: traits and character, habits and mannerisms, attitudes, motives, personal and social adjustment and maladjustment, personality evaluation, needs, and interests—the development of personality as the result of two main processes, i.e., maturation and learning.
8. *Interests.* The distinction between basic interest and specific interest patterns is made. Attention is also devoted to the development of interest in relation to need and drive. The role of interests in vocational choice is emphasized with limitations indicated. Instruments for the measurement of interests are discussed.

At this point in the course the case study is first introduced. A close correlation between the lecture materials and the discussions of aspects of the case study is planned. Since the case study provides one of the main bases for integration with the other areas of study at the College of General Education, it will be discussed at some length in a later section of this chapter.

PART III. OCCUPATIONAL INFORMATION

1. *Occupational Information.* The need for adequate, accurate occupational information and methods of it are discussed. The latter include job analysis, questionnaire survey, and personal survey. An effort is also made to help students understand the range of occupational information which must be sought and methods for its evaluation.
2. *The Classification Structure of Occupations.* This includes discussion of the classification systems used in the *Dictionary of Occupational Titles* and in the U. S. Census. Some attention is given to the classifi-

cation of businesses and industries in general. Students receive instruction in the use of Part I and Part IV of the *Dictionary of Occupational Titles*. The relationships between classification structure and job demands are discussed.

3. *The Occupational Research Paper*. Each student is required to do a major research paper, which demands careful library research in regard to the vocation tentatively selected by the student. In addition to the library research students must interview several individuals employed in the tentatively selected field.
4. *Summarization and Review*. Students are given a summarizing lecture which attempts to provide a unified approach to the student's continued work in Guidance. Among the topics mentioned are:
 - a. The importance of regularly scheduled interviews at points of decision or choice
 - b. Special group meetings to be planned during the remainder of the year and during the sophomore year.
 - c. The importance of extra-curricular activities and part-time work experience in evaluating tentative vocational choices.

Integration of Guidance With the Other Areas of Study

Integration as it applies to the development of the program at the College of General Education is defined as unification of knowledge about specific points of reference to the end that the individual may become an integrated personality consistent in his approach to life and to society. It involves the selection of relevant materials from many fields and their synthesis in order that students acquire knowledge in a contextual relationship rather than as a series of isolated facts. It assumes that integration is not something that just happens but that it must be promoted by careful curriculum planning in which all reasonable relationships among the areas of study are recognized and exploited. The organization of courses is planned with these concepts in mind. All areas of study in the freshman year tend to emphasize the understanding of self and in the sophomore year the relation of self to society and to the institutions connected with it.

The Case Study

The case study technique as used in the guidance course marshals all relevant data about an individual and encourages the student to form valid conclusions as to the attitudes, understandings, and knowledge possessed by the individual studied.

It is essential that case material for group presentation either be an actual case (modified to protect the individual) or be so carefully written that it will be accepted as true to life. Furthermore, the case should be presented in such a manner that conclusions and plans of action gradually unfold and become clear as additional information becomes available.

Through the use of the case study an attempt is made to:

- (a) interest the student in the problem and the process of intelligent planning;
- (b) help him evolve a technique of problem solving;
- (c) provide practice in its application;
- (d) provide some opportunity to apply the process to his own specific problems.

Our method for accomplishing these purposes involves the use of the case study technique in the weekly group discussions involving a maximum of twenty-five students. The case study is an excellent vehicle for organization and synthesis, provided that it evolves a number of factors to the point that each student can identify and relate some of his own problems to the cases as he explores it with his colleagues. The student benefits if he recognizes these facts: (1) that others face similar problems; (2) that there are various alternative courses of action; (3) that the solution of a particular problem is aided by the determination and evaluation of all pertinent data, and (4) that the decision in a given case is not usually irrevocable but may be changed at a later time and under different conditions.

In the development and discussion of the case study, the counselor may use the following guide to assist in correlating case and course materials.¹

¹Melvane Draheim Hardee, Editor *Counseling and Guidance in General Education* New York World Book Co 1955, pp 395-397.

A Correlation of Materials: General Education and Guidance
 contributed by Judson R. Butler, Dean, College of General Education,
 and Ernest B. Walston, Director of Guidance.

The content of general education can be adapted to the needs of the student, which can be determined through a case study procedure such as the typical one following:

Source of Case Material	Excerpts from Case Material	Areas of Study— Topics of Discussion
1 Personal History	Parents born in Italy Grammar school education Italian is main language of the home	1 Old vs New World culture a Attitudes b Values c Motivations d Conflicts
2 Autobiography	"The depression of 1929 was the decisive factor in terminating an era of prosperity for my family for several years All of my brothers had to change not only their immediate plan but more decidedly their entire approach to life	1 Effect of economic problems upon a family 2 Problems of a family 3 Ability to meet critical situation in a realistic objective manner
3 Health Data	Medical report indicates good general physical condition— allergies to certain foods and to pollens from numerous New England plants (ragweed hay etc) Autobiography and counselors observations suggest possible psychosomatic relationships.	1 Limitations on occupational choice due to health conditions. 2 Relative importance of hereditary and environmental factors in regard to the developmental history of the individual 3 Geographical factors in relation to career choice 4 Relationship of mind and body in personality development
4 Test Data	Test results indicate a verbal intelligence level at the 85th percentile college freshman norm Kuder Preference Record scores were highest in the literary persuasive and musical areas	1 Psychology of individual differences 2 Methods of evaluating individual differences 3 Relationships among aspiration interest and ability 4 Heredity and environment in relation to individual differences
5 High School Transcript	Graduated 25th in class of 210 students—English grades average A Foreign Languages B Sciences C, Social Science B and Mathematics C	1 Relationship between ability and achievement 2 Importance of motivation in scholastic achievement 3 Relating high school and college achievement to the selection of appropriate fields of study

Source of Case Material	Excerpts from Case Material	Areas of Study—
6 Personality Data	Personality rating sheet indicated that he was cooperative a sincere hard working student of good ability and that he had the drive to go beyond the normal requirements of the task assigned Relations with fellow students and teachers excellent Some tendency to be shy and retiring Sensitive to criticism	1 Personality development psychological basis of human behavior 2 Personality factors as related to educational and career decisions 3 Methods and techniques of personality study and evaluation
7 Tentative Educational and Vocational Planning	Journalism law and college teaching were mentioned as professions of interest at the time of admission to the college During first interview he indicated that medicine was suggested by his parents and that he felt he might like it	1 Scientific attitude and clear thinking as related to problem solving in the personal social area 2 Development and understanding of methods of self appraisal 3 The role of values in the choice of a vocation
8 Information regarding Work Experience, Hobbies School and Community Activities Special Interests such as Music and Art	Work Experience — Employed as summer camp counselor (3 years) Hobbies — Stamp collecting classical music School Activities — Class vice president senior year student council Special Interests — Studied piano 5 years plays for recreation only	1 Identification of a basic interest pattern 2 Role of interest in career decisions 3 Try out experiences as method of self appraisal 4 Understanding human motivations 5 Effectiveness in human relations
9 Occupational Information	Limited knowledge of occupational fields evident in early interviews —Prestige salary parental pressure seem important factors in his interest in medicine	1 Use and evaluation of occupational information 2 Relation of work to personal social adjustment 3 Economic factors as related to career choice 4 Importance of critical thinking to the sound choice of a vocation 5 Examination of values as related to career choice 6 Role of work in the life of an individual

Summarization Finally the student will bring together the data—facts figures opinions attitudes—in an attempt to reach conclusions which are meaningful to him as an individual. If learning—integrative learning—has taken place the student will formulate a plan of action (or appropriate alternative plans) arrive at a solution to a problem (or a series of possible solutions) reach a decision concerning his life goals gain insight—any one or all of these. The application of specific learnings from general education may provide purpose and direction to the individual as he guides himself or as he seeks the help of the specialist in guidance.

The fact that these topics receive attention does not, of course, guarantee that they are fully interrelated. It remains for the instructor-counselor to bring them into focus both within the course structure and in his individual counseling.

Library Organization

Students at the College of General Education do not purchase their own textbooks. Because of the integrative nature of the course, it seemed desirable to draw materials from many sources. Under this system, students become acquainted with several orientations to important issues and the course does not become structured by the specific approach of the author of a basic text. All departments, including Guidance, have a specific, annual book budget. Each student is charged a "special fee" which provides income for purchase of books for the library, test materials and test services, mimeographed course syllabi, guest speakers, special orientation programs, and materials.

Books are purchased in quantity (usually 200 or more) and then loaned to students for definite periods of time varying from overnight to a semester. This variation in library practice has caused librarians employed at the College to revise their traditional concepts of a usable library. Experience has indicated the vital role which our library plays in an integrated program of general education.

The Guidance Department has assisted in developing a Guidance alcove in the main library reading room where books, pamphlets, other occupational information materials, and college catalogs are available. Complete census material, a law dictionary, the major volumes of the *Dictionary of Occupational Titles*, and similar reference materials are found in this alcove. The student who wishes to know about opportunities in certain lines of work, definitions, demands, employment status, educational institutions offering a particular program, scholarship aid, related fields, demands for workers in specific occupations and professions in various types of industry can find all such information available in this one spot. A professional library for use of the counselors and faculty is also maintained. The assistant librarian assigned to this alcove handles chiefly the reference section and the occupational library, and becomes something of a specialist in occupational information.

We have found that an alphabetical arrangement of occupational information by professions with cross reference cards and arrangement within fields of work has been most satisfactory. Each counselor has a small file cabinet on his desk with a card reference to each major piece of occupational information in the library. This makes it possible for him to send a student to the library to pick up a particular pamphlet, book, or clipped article. The counselor may use the occupational library to encourage a realistic approach to occupational thinking, to broaden occupational horizons, and to stimulate the ambitious and the able.

The main textbooks used in the guidance course are not included among those in the alcove but are to be found in the stacks. This arrangement is essential since it makes guidance materials available for use in other courses and enables instructors to draw materials from many areas. For instance, a number of books in the fields of sociology, psychology, and human relations are used regularly in relation to the course in *Personal and Occupational Psychology*.

All department chairmen agree that the library organization and the library personnel are vital to the program of general education. This is further confirmed by the arrangement whereby each year the head librarian gives a lecture on the organization and use of the library and its role in general education. Then, at the time when the research paper is assigned, she gives a lecture on occupational information—types, sources, evaluation, and use. These appearances make evident to the students the importance which the staff attaches to the role of the library.

Administrative Support

A guidance program cannot fully succeed without administrative and faculty cooperation and support. The guidance course was included in the program of general education at Boston University on a basis of equality with other courses, but there was no expectation that the faculty would give up their traditional and legitimate role of advising students. A guidance program such as this does not reduce the effectiveness of the student-instructor relationship but rather strengthens it². Teacher-counselors and counselor-teach-

²Edward C. Glanz and Ernest B. Walston. *An Introduction to Personal Adjustment*. Boston: Allyn and Bacon, 1958. This text provides content materials used both at the College of General Education and the Junior College of Boston University.

ers play complementary roles. Although in the beginning some faculty members questioned the central function of guidance in general education, that attitude, in the writer's opinion, has long since disappeared.

Trends

During the ten-year history of *Personal and Occupational Psychology*, significant changes have taken place. In 1946 the major function of the Guidance Department was seen as that of providing educational and vocational guidance. This function was too narrowly conceived. It soon became evident that the students' immediate concerns must be considered. For instance, a married veteran, faced with possible divorce, is not greatly interested in the choice of a vocation or of a school until his more urgent, personal needs are met. Other personal and social situations, including the problems of job satisfaction, human relations, motivation, and life values, clearly indicated that the course offering and the counseling program must be given greater scope. This led to increased emphasis on problems of adjustment and greater emphasis on the case study approach. This development is in accord with the general trend of the time to view guidance and counseling as much broader concepts than they were conceived to be a decade ago.

Another trend is a closer working relationship with the faculty. In the early years, the guidance files were closed to all except counselors and their secretaries. Even the Dean of the College did not feel that he could use them for information. Except for the most personal and confidential items, counselors now give information to any faculty member requesting it. The current view is that, unless all faculty members are interested in the needs, ambitions, and problems of students and will use ethically the information given them, the integrated program would be impossible to achieve.

A third trend which is highly desirable in a large university is that of having the separate guidance organizations of the several schools and colleges working on a cooperative and comparable basis. This promotes the interchange of ideas, the facilitation of student transfer when indicated, and the development of a high *esprit de corps* manifested in genuine concern for students. Alumni support, which is essential to every university, is created by the efforts of a

friendly faculty to recognize student needs and to meet them by counseling or other measures when necessary.

Evaluation of Course

The problem of course evaluation is difficult because it cannot be separated fairly from the total offering. At Boston University there have been two major efforts to gain information regarding effectiveness:

1. An attempt to determine the success of students who have transferred into more specialized programs at the completion of their college work.
2. A survey of the first two graduating classes (1948, 1949) to determine reactions to the program, both favorable and unfavorable, and to seek constructive criticism.

The first study indicated considerable consistency in educational plans. Many students eligible for transfer did go on into the type of educational program selected for continued study and the majority were successful in them. However, unforeseen factors such as specific opportunity, situational factors, changes in financial status, and marriage occasionally resulted in altered vocational plans or in their deferment.

The second study provided respondents an opportunity for free expression of attitude. Two of the survey questions will illustrate the approach taken and the type of answer received.

Question: "Do you think that your Guidance counselor provided you with the information and counseling which you needed in educational and vocational planning?"

Sample

Answers:

1. "As to the broad field of law, yes. But as to the actual field of Labor-Law, no information available. This could be explained by the newness of the field."
2. "Though I had many plans and ideas, I think the decision I reached through the aid of my counselor was an excellent one."
3. "The counselor helped me find a way to stay in college. I found his assistance very helpful in many ways."

ers play complementary roles. Although in the beginning some faculty members questioned the central function of guidance in general education, that attitude, in the writer's opinion, has long since disappeared.

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methods of thinking, working, and planning. Your general education is superb."

3. "In retrospect, I like the College of General Education more than I did when there. I was always enthusiastic about the aims of the originators of the program but often found myself miserable because of the heavy reading load."

It should be remembered that these comments came from students in the first two graduating classes. Criticisms emphasized specific items such as testing procedures, lack of time, incomplete information about transfer and failure of counselors to take a more direct and active part in decision-making. Since there was little consistency in the criticisms, they were interpreted as indicating a need for a continuing reappraisal of instructional efforts rather than suggesting specific changes that should be immediately made.

Summary

The present course in *Personal and Occupational Psychology* is still in an experimental stage. This means that staff members must continue to re-examine the program periodically and seek ways to improve it. At the present time, a curriculum committee composed of a member from each of the five areas of study is engaged in an examination of the entire freshman program. The main objective of this committee is to find ways of achieving a higher level of integration of all subject materials and to make a careful appraisal of the program as a whole.

The case study approach, patterned after the technique devised at the Harvard Graduate School of Business, together with the case method as used in the field of social work, appear to hold considerable promise. This case study approach may be the best technique to increase the personal-social adjustment contribution of the program, especially if a classroom atmosphere conducive to good group dynamics can be achieved. One major case study has been developed which follows the pattern of counseling as it has evolved at the College of General Education, although possibly a number of specific case studies would be better than one major one.

Another concern is with the development of greater emphasis on the use of critical thinking in the approach to solving problems.

- 4 The most important thing Guidance did for me was to force me to think about plans for the future I had succeeded in avoiding the problem prior to the College of General Education
- 5 As I have said before on different questionnaires I had definite plans when I entered and learned nothing from my counselor that discouraged them "
- 6 I should particularly like to praise what I thought at first was a foolish part of the Guidance program the Occupational paper It was important '
- 7 No—over reliance upon standardized tests combined with inadequate attempts at probing into the individual's nature ambitions and capacities '

Question Have you found that the College of General Education program served you well in your later academic and/or vocational work?

Sample

Answers

- 1 Yes My penetration into various fields of study under the general educational program yielded much benefit in my further studies at the University of Chicago and will prove equally valuable at Columbia University I am sure It has definitely helped to mold a healthy attitude toward my problems '
- 2 Yes It has helped me understand actions of persons in day to day relationships and made me more critical of what I read
- 3 Yes If not specific tools a frame of reference with which to evaluate myself and current events I also feel well equipped for my future—either military or civilian

At the end of the questionnaire space was reserved for general summarization of statements With few exceptions the total reaction was favorable as the following examples indicate

- 1 Of all my time in college I was happiest at the College of General Education The spirit was the best and the faculty the friendliest and most understanding The program was academically the most stimulating and satisfying
- 2 I owe a great deal to the College of General Education for teaching me many things that have shaped my

COURSES IN PERSONAL AND SOCIAL ADJUSTMENT: A REVIEW OF STATUS

*Melvene Draheim Hardee and Orrin B. Powell**

A key word basic to the discussion of courses in personal and social adjustment is "integration." The integration of personal and social adjustment courses with communication, humanities, social and natural sciences comes about only through persistence and hard work. This and other views here expressed by the writers arise in part from the study of materials contributed by ninety-three institutions and summarized by them in an earlier writing.¹ Additional impressions gained from a current survey of the offerings in personal and social adjustment in institutions over the country provide a view of these courses with reference to (1) origin and development, (2) assumptions and objectives, (3) content and emphasis, (4) instruction, (5) organization, (6) staffing, (7) status, (8) evaluation, and (9) problems and problem areas.

Origin and Development

Courses in personal-social adjustment in their present form are fairly new. Lacking a single common academic origin, these courses incorporate various academic offerings and concerns, some

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¹Orrin B. Powell and Melvene Draheim Hardee. "Programs of Personal-Social Adjustment," in *Counseling and Guidance in General Education*, Melvene D. Hardee, Editor. New York: World Book Co., 1955. pp. 121-142.

This would result in a closer relationship with the present organization of the programs in Science and English and the Humanities.

As is well known, guidance has a special problem in that it has no definite traditionally accepted content. The fields of psychology, philosophy, sociology, statistics, anthropology, and physiology are tapped. Techniques are borrowed from the social worker, the clergyman, the psychiatrist, the psychoanalyst and the scientist. This interdisciplinary planning contributes to an experimental approach but at the same time complicates the problem of "selling" the merits of a program.

The two semester hours of credit earned in this course seem adequate to the purposes of the College of General Education. However, one lecture and one discussion hour a week present a problem in maintaining continuity, and the time seems scarcely adequate for achieving the objectives.

For the last two years, one counselor has become responsible for student activities on a part-time basis and the registrar does counseling in connection with the guidance program. These split responsibilities need re-examination. Tentatively, it is felt that the combination in functions of counselor-director of student activities is sound and desirable. There are evidences of conflicting roles in the relationship of registrar-counselor which may prove detrimental to the guidance function. In theory, the value in this dual assignment is closer cooperation and coordination of personnel functions. In practice, however, the administrative responsibilities of the registrar frequently make it difficult for him to establish the necessary counselor-counselee rapport.

In the main, the course in *Personal and Occupational Psychology* is successful, as is attested by the majority support of student opinion. In many cases, our survey shows that students come to appreciate its value only after they have graduated. Originally, it was anticipated that the folders of earlier classes could be retired to make room for the new, but this has not proved to be the case. Some students from the first graduating class continue to make use of these records and services. This enduring interest of former students reflects their confidence in the guidance program.

ance; the building of a life philosophy; development of skills in human relations; preparation for marriage; exploration of and preparation for an eventual choice of vocation; and preparation for membership in a democratic society. The adaptation of personal adjustment course work to attain objectives in a manner particularly helpful to specific academic and vocational aims also appears to offer wide possibilities of greater usefulness.

Content and Emphasis

Most personal-social adjustment courses use some psychological subject matter for the basic learning, but courses vary in content according to the areas—or the backgrounds of persons—contributing to them. Some courses have a strong academic organization; others are less structured and are adjusted to the needs of the group of students enrolled. Some courses are built on functional terms—self-understanding, adjustment, problem-solving, acquisition of social skills—which imply content but do not describe it. Nevertheless, there appears to be considerable agreement that broad general principles rather than specific technical learning is most useful. The lack of a defined content appears to give rise to the display of defensiveness and sensitivity to criticism sometimes shown by those who plan and teach the course.

The ultimate hope is to establish a human science course that will be no less exacting and comprehensive than are any of the more specific contributing sciences. Those responsible for personal-social adjustment courses should keep in mind the fact all disciplines are accumulations of knowledge based on research over a period of years. They need to ask themselves frequently just what is being done to provide the area of personal-social adjustment with a comparable basis. Doctoral studies of structure and content as mentioned by Stewart in describing the Columbia College course might help in providing sound bases. In addition, the potential role of the student personnel worker needs to be considered. The objectives and purposes of the course work in personal-social adjustment and the objectives and purposes of programs of student personnel are so closely related that it would appear uneconomical not to relate them in their operation as well as in their aims. The chapter by Walston illustrates pointedly the interrelationship of these two areas.

of which are: general psychology, sociology, and hygiene; studies and revisions of curriculums; attempts to meet immediate needs of students in a general education setting; attempts to establish guidance for all students as an integral part of the program of general studies; studies of student problems, and so on.² Examination of the foregoing chapters yields illustrations of this diverse developmental aspect.

Regardless of the academic emphasis or the departmental ties, such courses appear to share a strong bond with general education which has made possible their development to the present level. Over a period of time, general education has fostered changes in the course in personal-social adjustment from an earlier emphasis on specific factual learning to a greater present emphasis on broad principles and their use in life situations. The course seems to be a natural vehicle for providing means of individualization of such learning and its meaningful application to the real concerns of the learner. The size of the college student population has accounted for the most noticeable change in course emphasis. A greater proportion of society's problems is presented on college campuses for sharing and solution.

Assumptions and Objectives

College students are adolescents, striving for maturity but often manifesting immaturity, they are faced with such perplexities as dependence, independence, study habits, military service. Such problems are common but they are also individual, varying with the perceptions, interpretations, and behavior of the students who experience them. Students require help in this formative, transitional, critical period. The college can help the student in developing a process for obtaining and integrating certain knowledge, skills, understandings, and appreciations in meaningful situations which will encourage application to the situational demands on the student. Hence, the objectives of the course in personal and social adjustment will center about: self-understanding and accept-

²Louis P. Thorpe, "Mental Health Practices at the College Level," Chap. XI in *Mental Health in Modern Education*, Fifty-Fourth Yearbook of the National Society for the Study of Education, Part II, Chicago: University of Chicago Press, 1955.

for this student-centered work are apparently more important than the field of academic preparation. Some graduate students are reported to be teaching the course work, but instructors are, for the most part, full-time faculty members. It is notable that some chapter authors appear to place special emphasis upon the personal qualifications of the teacher, these over and above the academic training and experience which he or she has achieved.

Status

The majority of respondents to the survey mentioned at the beginning of this chapter indicate that the course in personal-social adjustment receives good administrative support and that this assists in achieving acceptance and academic status. The support of the administration is deemed as necessary, particularly since no single division or department can be completely responsible for the success of the course. In addition, the qualifications of the instructional staff in training, experience, and personal attributes seem to provide status for some courses in adjustment. Perhaps one way of achieving status for the course is the re-education of the faculty concerning the merits of the course rather than a defensive "strengthening" of course content.

Evaluation

There is universal concern with the need for evaluation of personal-social adjustment course work to include the appraisal of subject matter, instructional methods, and the personal gains of students. The method most frequently used for purposes of evaluation is the check list or questionnaire. While there is no doubt that students can evaluate courses in some respects, it is also true that any process involving modification of attitudes and behavior is difficult of evaluation.

Employed for the purposes of evaluation of the course in adjustment are instruments for measuring attitudes, beliefs, and personality traits. However, without provision for the use of control groups it is difficult for evaluators to know whether any change in behavior can be directly attributed to the adjustment course. Of some promise is the technique which makes use of tests of situational nature to ascertain whether students can apply the principles learned.

Instruction

Among the methods used by teachers of personal-social adjustment courses are: lecture-discussion, case study, socio-drama, individual conferences, field trips, tests and readings, films, panels, group processes, test instruments and inventories, and demonstrations. This appears to be one course in which method is of importance. The acquisition of subject matter is not the end, but rather subject matter is used largely to provide good material to serve a basic function in the quest for desired outcomes.

Concern with the integrative aspect of learning is seen in the many attempts to provide meaningful experiences, to create atmospheres and relationships conducive to this end, and to present materials in the meaningful context of human behavior. Individual conferences provide a relationship that is probably not to be found in most college classrooms. There are many evidences of imaginative, creative teaching in the reports by the authors of the preceding chapters. Their varied approaches are all clearly in keeping with the philosophy of general education.

Course Organization

In the main, students enrolled in course work in personal-social adjustment are freshmen and sophomores. One finds considerable feeling existing in favor of limiting the size of classes, though this is not always possible because of the limitations of staff, budget, and facilities. Most writers indicate success in holding sections to thirty-five students.

Sections include both men and women on their rosters, except, of course, in institutions which are non-coeducational. Personal adjustment course work usually carries credit, and most courses are single semester courses, although some extend over two semesters or quarters. There is general recognition of the importance of personal adjustment course work in the whole general education scheme. Some faculty members see it as relating general education to the students' individual needs.

Staffing

In the staffing of the courses in personal-social adjustment, many academic areas are represented. Interest in and competencies

REVIEW OF COURSES

Those faculty members who teach personal-social adjustment courses commonly feel some insecurity because of the novelty of such courses. Actually, the novelty is a distinct advantage for, with no established bounds to delimit the course or to set restrictions on imaginative, creative, experimental methods for teaching it, it can be kept flexible to meet changing needs. Research in selection of content, organization of materials, and methods of teaching should make the most of this freedom.

Planners and teachers should not attempt to bend these courses to fit existing and long-established teaching areas. Instead, their unique potentialities for contributing to the objectives of the educational program should be fully explored and developed. Other areas of the curriculum have similarly had to gain acceptance on their own merit.

The personal adjustment course is not an academic frill. The social forces generating the need for such course work, such as growing enrollments, increasing heterogeneity of campus populations, the societal complexities contributing to the trials of adolescence are accepted facts. If college curriculum planners are to be realistic in their efforts to meet the needs of their students, they must continue to develop, adapt, and expand the personal adjustment course. It is one of the few tangible attempts to encourage the developmental, integrative aspects of the individual's education. The consideration of integration is indeed basic to any discussion of the function of the course in personal-social adjustment. The rededication of thought, aim, and effort on the part of planners and teachers should be directed toward personal and social adjustment as a unique course, one which is integrated with the program of general education; one integrating the several disciplines; and one seeking to integrate the various aspects of a human life.

Mentioned also by respondents to the survey are (1) term papers which evaluate the student's ability to organize materials; (2) evaluations by graduates which yield some information but which may be unreliable in view of the time lapse; and (3) the solicitation of suggestions for improving courses.

Staff members in general indicate their conviction as to the worth of the adjustment course, and a majority of student responses are favorable. However, if adjustment courses are considered as focal points for programs of general education and as synthesizing agents within the general or basic studies, the task of evaluation is far more complicated than anything as yet undertaken in the way of evaluating these courses.

Problems and Problem Areas

Teachers of a course in personal-social adjustment, to be effective, need to be as interested in *learning* as they are in *teaching*, since the students *are* the subject-matter and there are no two students alike. "What do students bring with them?" "Do we as instructors too often push students toward new attitudes, skills, and understandings when they are still enchained by old attitudes and prejudices?" "Are students ready and free to learn?" These and other like questions must be raised and answered by the successful teacher.

The problem of where to begin is closely related to formulation of objectives and construction of instruments for evaluation. Objectives often seem too ambitious and unrealistic in view of time and resources available to achieve them. Objectives may need to be stated as progress toward certain outcomes or even as preparation for seeking them rather than in terms of the outcomes themselves. Accepting this view the teacher must determine what the student was like to begin with. Otherwise, change cannot be assessed. This does not imply that students should be graded only on behavior or personality change. Indeed, such grading practices could too easily lead to false verbalizations and artificial behavior. The teacher may need to assess two types of objectives, the academic achievement of the student on one hand and the personal-attitudinal-behavioral development on the other. This suggests that regularly accepted grading practices are not valid for the course in personal-social adjustment.

Part II

maturity in preparation for marriage and family living

Henry Bowman Editor of Part II

THE PROGRAM IN HOME LIFE, MARRIAGE AND FAMILY LIVING IN THE GENERAL COLLEGE OF THE UNIVERSITY OF MINNESOTA

Wayne J. Anderson*

Nature and Origin of the Program

In June of 1931, the Committee on University Reorganization at the University of Minnesota, which recommended the establishment of the General College, included a "Home Life" area as one of the studies necessary to satisfy the needs of both students and society.¹ This area was first represented by euthenics courses. These early courses were in the best judgment of the staff members the studies that would most effectively meet the needs of the students. However, the staff of the college was committed to the basic principle of student-centered instruction and immediately engaged in a variety of research to learn from the students, individually and in the mass, the precise needs that they wanted the college to serve. This research included interviews with students, research within the college, and analyses of problems that students brought to counselors. Two major studies described the characteristics and interests of 1400 General College students, who were enrolled in

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¹Malcolm S. McLean, "The General College: Its Origin and Influence," Chapter III in *General Education in Transition*, edited by H. T. Morse. Minneapolis: University of Minnesota Press 1951.

who desire additional help in managing food and clothing budgets have the courses, "Food Selection and Purchase," and "Clothing Selection, Purchase, and Care," available to them. Classes in "Income Management," "Problems of Business Transactions," and "Problems of Investment Transactions" help the student in spending the family dollar in a judicious manner. Related courses which are not present in the family life constellation per se but which are invaluable in rounding out the student's knowledge are "Human Development," "Personal Adjustment," "How the Living Machinery in Man Works," and "Healthful Living."

In actual practice, within the General College framework, the course in Home Life: Marriage and Family Living unites with other courses in the College in attempting to provide a broad, enriching curriculum dedicated to the task of developing well-rounded and satisfactorily-adjusted individuals.

As is true with all General College courses, Home Life is an elective. It is open to all students, requires no prerequisites, and its five quarter hours of credit count toward graduation. Approximately one hundred and fifty students select this course each quarter. They are divided into two sections, which meet five days a week. Summer Session enrollment approximates twenty-five students.

The instructor has a Ph.D. degree in educational psychology and family life. He has specific interests and training in the areas of the family and marriage counseling. He has taught on the elementary, junior, and senior high school levels, has served several years as director of a social agency and has done missionary work in Europe for his church. He is a member of state and national family life associations, a part-time human relations consultant for a local church, spends considerable time discussing family life problems with civic and church groups, and is a member of the Governor's Advisory Council for Children and Youth. General College students meet with him for individual counseling in premarital and marriage problems. The administration of the General College stands solidly behind the Home Life area and has been most helpful in encouraging and supporting plans for continued improvement and expansion.

General College from 1935-36 and 1936-37², and nearly 1000 former students of the University of Minnesota who were freshmen in the University from 1924-26 and 1928-30³ before the General College was established. The results of these studies dispelled any doubts in the minds of the staff concerning the home-life area's continuance as an integral part of the new curriculum, for in both of the studies the adolescents and the young adults had checked "happy married life" with greater frequency than any other life satisfaction listed.

Based on this important research and strengthened by subsequent and frequent evaluative studies of its efficacy, home-life education has become a basic orientation area. Its chronology includes a course entitled "Use of Individual and Family Resources" which was developed in 1936-38, the setting up of home-life education as an orientation area in 1938-39, and a general reorganization of the area in 1940-41 into the same general framework which prevails at the present time.

Place of the Course in the Curriculum

Home life: Marriage and Family Living is one of the four core courses in the curriculum of the General College. It is the center of a constellation of offerings in family life education. It presents facts, attitudes, understandings, and skills needed to understand the role of the family in our culture. It also strives to build understanding and to cultivate attitudes within the individual which will assist him in making the best possible adjustments within the basic family group. The course is complete within itself, so that if the student is unable to take other courses in the field he will not be left with fragmentary understanding. However, for the student who desires further and more highly specialized knowledge in the family life area, the cluster of courses surrounding and supplementing this basic offering provides stimulating and enriching learning experiences. For more detailed information in problems related to purchasing a home, for example, the student may enroll in the course entitled, "Selecting and Furnishing a Home." Those

²Cornelia T. Williams *These We Teach* Minneapolis: University of Minnesota Press, 1943.

³C. Robert Pace, *They Went to College* Minneapolis: University of Minnesota Press, 1941.

tudes toward marriage and family life is a central objective of instruction.

The content of the course is discussed under the following headings:

- Unit I — "Home Life Today and Yesterday"
- Unit II — "Trends in American Family Life"
- Unit III — "Family Life Adjustments as Preparation for Marriage"
- Unit IV — "Choosing a Mate"
- Unit V — "The Biological Aspects of Family Life"
- Unit VI — "Adjustments in Marriage"
- Unit VII — "Marriage is a Partnership"
- Unit VIII — "Family Disorganization"
- Unit IX — "Being the Right Kind of Parents"

As both the sociological and functional approaches are employed in presenting the course it has been somewhat of a problem to find a suitable text. Several different texts have been used during recent years and a combination of two has proven to fit course objectives quite effectively. This twosome consists of *Building a Successful Marriage*, by Landis and Landis, as a basic text, with *Marriage and the Family*, by Baber, in a supplementary role. In order not to require too heavy a financial outlay for class students, they are asked to purchase only *Building a Successful Marriage*. *Marriage and the Family* is made available to them at the school libraries. Several other texts are listed on the class assignment schedule from which readings are required and suggested for each week of the quarter.

Presenting Course Content

In presenting course content, it is stated, as a point of departure, that whenever young people have been given the opportunity, they have said emphatically that establishing a happy home is a primary objective in life. If this is true, why do problems of family life seem to be so widespread today? Are the high divorce rate and the increase in juvenile delinquency indications that the family as a social group no longer meets the needs of the individual? These questions and others are presented very early in the course

Description of the Course

Home Life: Marriage and Family Living is broad in scope, in that it gives the student insight into many facets of family life education. The topics covered are drawn from frequent surveys of student interests and there is no subject matter deliberately omitted from the course. A knowledge of the scope of the course may be obtained by inspecting the following course objectives which serve as a guide in outlining subjects to be discussed:

COURSE OBJECTIVES

1. To develop the ability of each student to look at home and family life objectively and analytically.
2. To promote knowledge of what constitutes desirable home life from the standpoint of all family members and of society.
3. To develop an appreciation of the necessity of careful preparation for marriage.
4. To develop the ability to evaluate our monogamous marriage system relative to other types of sex patterns.
5. To develop an understanding of social trends and their effects on the social and economic life of the family.
6. To promote knowledge of the legal control exercised by the various states over marriage and family relationships.
7. To promote knowledge of the social agencies, public and private, that furnish assistance on family problems.
8. To broaden understanding of the normal physical, psychological, and social processes of human development from birth to adulthood.

In endeavoring to present such a comprehensive course in the short time period of one academic quarter (approximately 48 class hours), it soon became apparent to the instructor that his principal objective is not to impart a mass of factual information, but rather it is to guide the students in the development of sound and wholesome attitudes toward marriage and family life relationships. In the discussion of course content which follows, an attempt will be made to show that the formation of wholesome student atti-

This survey reveals definite improvement in the status of women, more understanding in the discipline of children, and a definite change in attitude and practice with respect to family size.

Stimulating discussions always develop when problems of the contemporary family are discussed. Married veterans express views which are not only illuminating to the other students, but which also help them to perceive how the family unit as an integral unit of civilization functions in reciprocal relation with the social structure. To demonstrate this reciprocal relationship, studies are presented which show that during a period of war the nature and rate of marriage change. Typical changes are rising marriage rates, the birth of more babies, and an increase in hasty marriages. As a consequence, many problems develop which lead to marriage failures and divorce. The position is taken that young people contemplating marriage should have long range plans and look upon war as a temporary interruption of these plans rather than as a reason for hurrying into marriage. Each couple must decide whether their marriage during a time of war is the normal culmination of a courtship or is spurred by fear, anxiety, or adventurous feelings which accompany periods of crisis. Statistics are presented to substantiate the statement that a high percentage of marriages impelled by wartime conditions do not last. Attention is called to the adjustments which will have to be made if a couple decides to marry during a war period.

In studying population changes as factors in family living, the historical change in size and structure of the family is examined. The reasons for the desire to have large or small families are considered and evaluated. Problems brought about by an aging population and a changing economy are discussed.

Students are made aware of the agencies which have been established to assist families with their problems. It is shown that public and private welfare agencies offer many services that help families in resolving their problems. Coverage is made of the legal aspects of family life and of laws that regulate marriage and the family relationship, as, for example, those dealing with inheritance rights of children. The general influence of religion in coloring the family's attitude is considered.

to help the students realize that there is an ever-growing need to study the family and its problems. It is hoped that gradually an awareness is developed in the students that a happy family relationship does not come about by chance; that there are causal factors that account for happiness or unhappiness in the family group. In other words, an attempt is made to show that it is just as necessary to study and prepare for marriage as for the vocation of one's choice. The family group is defined and the role of the family unit in meeting the individual's basic needs of love, security, recognition, and the provision for worthwhile new experiences is discussed.

Primitive family patterns are studied to bring to light the fact that man has probably always lived in some sort of a family group and that the mating relationship has always been hedged about with some type of restriction. The cultural evolution of the family is surveyed to show that no social institution may remain static if it wishes to survive, and that as long as there is social change there will be need for modification and re-adjustment of our social institutions. Among the changes which the course considers are the modern basis of marriage, the decline of male authority, the altered status and activities of women, attitudes toward the size of the family, the trend to urban living, and the influence of inventions upon family life and customs.

Ancient family patterns are studied and earlier attitudes toward mate selection, family management, child discipline, and divorce are compared with corresponding attitudes prevailing today. The Christian influence upon these various family types is discussed and it is shown how the teachings of Jesus stressed monogamy, mutual free consent of those entering marriage, and the dignity of the marriage relationship. During the discussion of the historical development of family life there are presented several theories and experiments regarding love and marriage which diverge from long-established cultural norms. A critical evaluation of such theories as trial marriage, companionate marriage, term marriage, and free love reveals that they have many disadvantages, are psychologically unsound, and tend to make both partners insecure in their relationship. A brief survey of family relationships during the colonial period in America is presented and compared with those of today.

use natural opportunities, avoid sentimentality, refrain from whispering, and tell the truth. Correct vocabulary to be used in discussions with children is taught and answers to typical questions of children are discussed. It is concluded that it is highly desirable that parents and children be able to discuss sex and family life problems naturally and frankly throughout all age levels. Thus it is important that appropriate procedures begin at birth in order that avenues of free and easy communication between child and parent are established early in life.

Students welcome a natural and frank class discussion of sex education and many of them report that they have used the class discussion as an opening wedge to get their parents to talk about things that had previously been given the "silent treatment" at home. One student disclosed rather gleefully that his mother had delegated him to explain "family life" to his older sister who was about to be married. His mother not only considered herself inadequate to the task but expressed appreciation that her son had enrolled in the Home Life class at such an opportune time.

Giving Guidance in the Selection of a Mate

Class members always discuss the problems of dating and the choice of a mate with intense interest. Student panels are organized and each member of the group engages in research in order to become a "specialist" in the topic of his choice. Demonstrations are presented to show class members suggested techniques in getting a date as well as approved behavior during the dating relationship. Students frequently bring toy telephones to class and set up hypothetical situations in which they illustrate "right" and "wrong" methods of dating by phone, etc. During the current quarter several students are engaged in producing an eight-millimeter film with synchronized tape-recorder sound which will be presented to the class for criticism and analysis.

Dating behavior is discussed freely and frankly in class. Such questions as "Should one kiss on the first date?", "Is petting wise?", "What types of girls do boys like?" are discussed.

The choice of a mate is discussed with emphasis placed upon the chronological age, the emotional maturity, and the vocational readiness of the future marriage partners.

Relating the Course to the Individual

Students realize early in the course that there is a significant relationship between an individual's personality traits and his ability to interact satisfactorily within the family group. Thus the student ceases to ask himself the question, "How can I find the right person to marry?" and focuses his attention upon learning to be the "right kind of person" who will attract a suitable mate. The student is shown that personality is shaped by many factors such as the kind of body one started with, the type of home one lives in, the location of the home, one's associates, and so on. It is important that one accepts himself for what he is and feels that his life has a definite purpose. It is pointed out that personality develops mainly through contact and communication with other persons.

Students learn that as the child grows and develops in the family, his relations with his parents and siblings condition his attitudes toward the home and family life. If he feels secure and loved, living in a family is a pleasurable experience. On the other hand, if there are tensions and conflicts within the family group he may react unfavorably toward family life. All of these experiences may play a part in his future adjustment in marriage.

In discussing discipline, the course first presents the views of different schools of thought. Stress is placed upon a consistent and understanding disciplinary practice which includes recognition of individual differences, respect for personality, and guidance in the development of initiative and responsibility.

When sex education is discussed the students are asked to play the role of parents, and recommended techniques of sex education to be used in dealing with children are presented. As a basis for discussion they are asked to purchase and read the pocket edition of *What to Tell Your Children about Sex*⁴. It is pointed out that sex education is not something that is imparted in one or two artificial learning situations, but that it entails a continuous process of growing and understanding the art of human relations. The students are told that in presenting sex information parents should

⁴The Child Study Association of America, (Edited by A. Suchs Dorf)
What To Tell Your Children About Sex. New York: Perma Books, 1959.

to place the unit on "The Biological Aspects of Family Life" somewhere near the mid-point of the quarter. By that time the students seem to discuss such knowledge more casually and frankly without displaying undue embarrassment.

Discussion of Marital Adjustment

It is felt that adjustments in marriage are entered into more easily if the couple expects its partnership to be happy and successful. It is hoped that the students who enroll in the Home Life course do so because they look upon their future marriages as lasting relationships and want to do everything possible to insure their success. With this attitude as a basis for discussion, problems of personality and physical adjustment are explored. Successful adjustment as related to personality includes the need for emotional maturity, freedom from parent fixations, respect for one's own status as an individual and of the status of one's mate, the ability to see the other person's point of view, and so forth. As personality and physical adjustments are closely interwoven, it is extremely difficult to discuss one without the other. Consequently, it is called to the students' attention that personality adjustment aids physical adjustment and conversely that resolving problems of physical adjustment assists in achieving compatibility of personalities. Mutuality is stressed in making physical adjustments and in the building of satisfactory sex and personality relationships.

The economic aspects of marriage cannot be ignored. The instructor stresses the value of careful planning and managing of the new enterprise. Some basic problems presented for discussion are the advantages of buying or renting a home, what to check on in buying a house, the financing of the transaction, selecting suitable furnishings, and the like. Students are also shown how to set up a budget.

Various kinds of life insurance are discussed and evaluated and the need for long-range planning to meet financial needs is emphasized.

In addition to financial problems, other factors that build a stable partnership are examined. In-laws should be an asset to the partnership not a liability. Husband and wife should be loyal to each other. Both partners should seek to develop and

The engagement period presents the couple with many opportunities for discussion. In class it is presented as a period during which the couple should really get acquainted, see each other under a wide variety of circumstances, discuss attitudes related to household management, religious belief, budgeting, the wife's working, friends, in-laws, purchase of clothing and food, renting or buying a home, number of children desired, and so forth.

The class learns that attitudes toward sexual intercourse in marriage should be frankly explored and both partners should look upon the sex relationship in their coming marriage as a beautiful, natural part of marriage that they both can enjoy. It is pointed out that indulgence in sexual intercourse during the engagement period may defeat the very purpose it is intended to achieve, namely, that of determining whether the couple are sexually suited to each other. It is further stated that adequate sexual adjustment is a gradual process that may take months or even years to achieve and usually cannot be attained during the engagement period when accompanied by feelings of guilt and fear of discovery. Considering all facets of the situation the conclusion is that it is wiser to wait until marriage before sexual intercourse begins.

The advantage of having a wedding ceremony and reception is discussed. The honeymoon is explained as a transition period during which the couple should begin the process of adjusting to each other as husband and wife. The husband should exercise patience and understanding in sex relations with his wife, and the marital relation should be looked upon as a mutual undertaking from the beginning.

Students learn that it is important that individuals entering marriage understand the anatomy and physiology of their bodies. Before marriage, a visit should be made to a physician and a marriage counselor to make provision for physical examinations, contraceptive information and a thorough discussion of problems of physical and personality adjustments in marriage. After stressing this need to the students, several lectures and discussions are given explaining the reproductive system. Films are shown which help the students gain a clearer picture of the anatomy and physiology of the reproductive system. Questions are encouraged and an effort is made to correct any erroneous ideas which students might have. It has been observed in teaching the course that it seems desirable

Teaching Techniques Employed

As the class enrollment in Home Life is 75 students, which is rather large for a course of this type, the teaching techniques employed cannot be as varied as one would wish.

At the first class meeting, the instructor distributes student assignment sheets and carefully explains course content and requirements. A list of suggested panel discussions is referred to and students are encouraged to meet and organize for these, or to formulate topics of their own choosing. Those students who do not participate in class discussion panels are given the option of preparing a term paper or participating in a socio-drama.

Class lectures are supplemented with discussion and audio-visual aids. The instructor attempts to use straightforward language that is understandable to all students, encourages group participation, and makes frequent summaries. All panels are moderated by students elected by their group members, and the instructor avoids entering into the discussion. He seeks to have the class members express themselves freely without looking to him for continual direction. When socio-dramas are presented, the importance of role playing is discussed and the actor's interpretation of the role is criticized. The films shown during the quarter have been prepared especially for family life classes, and they are either discussed or the students turn in written evaluations of them. A highlight of the course is a panel discussing interfaith marriage. The class is assigned to read *One Marriage, Two Faiths*.⁵ Then a representative Protestant minister, a Roman Catholic priest and a Jewish rabbi meet with the classes and expound their views. This panel is enthusiastically received by the students and usually they ask the clergymen about individual problems after the general session is over.

The term paper requires each student to make an objective analysis of the relationships within his family group. He is encouraged to be frank in describing his family and to express exactly how he feels about the interaction of its members. He is instructed to look for causal factors which produce certain situations and in so doing, it is hoped that he will develop insights that will enable

⁵James H. S. Bossard and Eleanor S. Boll, *One Marriage, Two Faiths* New York: Ronald Press, 1957.

maintain skills in order to contribute effectively to the relationship. When children come they should be made to feel that they are integral to the partnership.

There is also some discussion regarding the combining of careers and marriage. At the same time, an attempt is made to show that managing a household is a challenging and satisfying occupation and that to be a good mother and wife requires as much intelligence and ingenuity as any other career.

Since the strategy of the Home Life course is positive and preventive, proportionately less time is devoted to negative and disruptive aspects. Some time is spent examining causes of conflict and maladjustment in order to understand how tensions leading to them can be avoided. Desertion, separation, and divorce are discussed from the standpoint of causes and prevention. Usually a panel of students makes a critical analysis of marriage and divorce laws and presents some resolutions as to how they could be improved. Class participation in the discussion follows. Learning how to prevent family disorganization seems to evolve from the discussions of this topic.

A discussion of attitudes toward pregnancy seems to be helpful in developing a "we" attitude in marriage. It is very important that the husband realizes that this period affects him as well as his wife. If both partners anticipate the coming arrival with a keen sense of appreciation, the period of waiting becomes a happy experience. The husband should be unusually attentive to his wife and offer her every consideration. There should be no embarrassment concerning the wife's bodily changes and everything should be done to keep her in a calm and contented state of mind. A physician in whom both have confidence should be engaged early and the couple should not hesitate to seek information and reassurance from him.

When the baby arrives, both parents should learn to take care of its needs and it should be loved, made to feel secure, and guided with firmness and understanding as it progresses through the various stages of growth. In presenting the foregoing principles the instructor attempts to cultivate the attitude that marriage and parenthood can be satisfying and rewarding to the individual.

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in the actual behavior of the student in the courtship and family settings was an issue beyond the scope of the study.

An attitude questionnaire dealing with verbalized attitudes toward family life adjustments, dating and courtship, and marriage relations was constructed. This questionnaire was developed from information gained in surveying existing attitude scales, reviewing topical contents of the Home Life course, and from discussions with faculty members and students. Two pilot studies, using Home Life students and corresponding control groups, were made for purposes of refining the questionnaire. The item responses of sixteen recognized authorities in family life education were used to eliminate debatable items and to key the response choices of the remaining items as a basis for scoring the blanks.

This refined attitude scale was administered twice to a control group of 128 General College freshmen and sophomores who had not previously taken and were not currently enrolled in the Home Life course. It was also administered to two experimental groups composed of 98 General College freshmen and 87 General College sophomores. Members of these groups were currently enrolled in sections one and two of the course. During the course the members of section two had one interview each with the instructor-investigator about family life problems. The members of section one were not interviewed. The questionnaire was administered to all groups for the first time at the beginning of the quarter (pre-test) and for the second time at the end of the quarter (post-test). The odd-even reliability of the attitude scale was calculated.

Statistical comparisons of the groups involved revealed the following findings:

1. Students who took the course in Home Life Orientation, taken as a whole, changed significantly in their verbalized attitudes toward home life practices and concepts. These changes were in a direction consonant with the goals of the course and also with the expressed beliefs and opinions of recognized leaders in the field of family life education.
2. Women students appeared to enter the Home Life Orientation course with a better informed set of beliefs about sex and family matters than did men students. However, this difference in measured attitudes became negligible after both men and women students had been exposed to the course.

him to understand why his family members behave as they do. This exercise seems to help many students see their family in a "new light", and frequently a deeper appreciation of the family and a keener understanding of its problems result. One student while engaged in preparing his paper gained insights which enabled him to go to his mother and father and point out to them the reasons why they were having a family quarrel on the first day of each month. His parents accepted his suggestions and the monthly argument pertaining to the "high grocery bill" ceased.

Needless to say, these analyses uncover many problems of adjustment and many students come to the instructor for individual counseling. All class members are invited throughout the course to discuss their individual problems with the instructor and regular office hours are maintained for this purpose.

Evaluation Study and Student Reaction

In order to determine if the course is achieving its aims it has been evaluated from time to time. The most recent evaluation was made by the instructor in 1954. At that time data which had been gathered from the Home Life classes during the preceding five years were subjected to statistical analysis. This evaluation took the form of a carefully controlled experiment. A brief summary follows.

The study was undertaken to discover if the class is achieving one of its aims, namely, to influence positively the students' attitudes toward marriage and family relationships. The problem specifically was to measure the extent and direction of student change in sex and family life attitudes growing out of the course.

The proposed problem was limited to an investigation and analysis of the responses of three hundred and thirteen freshman and sophomore General College students to a specially constructed attitude questionnaire. Investigation of the influence upon attitudes of the socio-economic background of the respondents was limited to a comparison of responses as related to sex, religion, and the degree of discussion of sex information and reproductive processes with parents. The study utilized only verbal responses as an index of attitude. Whether changes in verbalized beliefs of students would be accompanied by a present or future modification

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- there exists a body of informed opinion and belief about family life matters which is held and accepted by recognized authorities.
2. It was shown that it is feasible to construct an attitude scale in the field of family life education which will furnish statistically reliable measures of students' verbalized beliefs about family life problems.
 3. While the attitude scale developed in this study was acceptable on grounds of reliability, its ultimate validity is as yet unknown. That is, it cannot be stated to what degree the verbalized beliefs of students coincided with their attitudes and behavior in actual life situations. Whether the changes in verbalized beliefs would be accompanied by a present or future modification in the actual performance of the student in the dating, courtship, marriage and family setting was an issue beyond the scope of this study.
 4. The Study was limited in the sense that it revealed only what students said their beliefs were. The attitude scale may have been as much a test of information as a measure of fundamental attitudes toward sex, marriage and family life.
 5. Evidently, the introduction of the kind of personal interview used as an experimental variable with Experimental Group II produces no substantial change in verbalized attitude over that produced by the Home Life course alone.
 6. Insofar as the attitude scale developed for purposes of this study did not and could not directly measure long-range behavioral changes in dating, courtship, marriage and family membership practices, the instrument furnishes only a first approximation to the answer of the ultimate question which lies beyond the central hypothesis of the present investigation.

In view of the preceding findings and conclusions, the following recommendation appears pertinent:

A long-range observation of the behavior of former Home Life Orientation students in actual life situations should be undertaken to furnish such evidence as would permit a more nearly definitive appraisal of the extent to which the course achieves its objectives.

Student Reaction to the Course

Student reaction to the course has been favorable. Its two sections fill up rapidly on registration day and there are always some students who complain because all of the available class seats are filled before they can enroll. It is not uncommon for the students to express appreciation at the conclusion of the course which usually takes the form of, "This is the first time in my

- 3 All three experimental religious subsamples Catholic Protestant Jewish showed significant increases in attitude test scores (i.e. closer agreement with the opinions of authorities) after taking the Home Life Orientation course
- 4 Students who stated they had discussed matters of sex and reproduction fully with their parents earned significantly higher pre test scores on the average than students who indicated that they had had no such discussion with parents Although all discussion subsamples full some and no gained substantially in mean score on the attitude questionnaire after taking the Home Life Orientation course in general the less the discussion with parents on matters of sex and reproduction the greater was the gain in attitude test score from pre testing to post testing
- 5 Men students who took the course earned significantly higher post test scores on the attitude questionnaire than did the corresponding control subsample of men who did not take the course
- 6 For women students no significant difference was found between the mean scores on terminal testing of those who had taken the course and those who had not
- 7 The Experimental Group II members of the Catholic Protestant and Jewish subsample all earned higher post test mean scores than their corresponding control groups and in the case of the Protestant subsample the difference was significant
- 8 The pre test to post test mean gain difference between each of the two experimental groups and the control group was highly significant in both instances Thus the verbally expressed attitudes of both experimental groups changed significantly more and in a direction consonant with the opinions and beliefs of family life education leaders than did the verbally expressed attitudes of the control group
- 9 In a comparison of the two experimental groups no reliable difference was discovered between the mean increases in attitude test score from pre testing to post testing

Conclusions Derived From the Evaluation Study

The following conclusions and implications were stated as a result of the findings

- 1 The attempt to key the attitude questionnaire according to the independently recorded responses of recognized leaders in the field of family life education showed that it was possible to obtain a common core of agreement among such experts on attitude questionnaire items dealing with dating courtship, marriage and family life problems Insofar as the judges used to key items in this research were typical of leaders in the field it may be said that

the time will come when the Home Life classes will meet in a classroom designed especially for their use. This would be a lounge-type room with furniture which could be grouped for buzz sessions, panel preparation, or arranged in a semi-circle for general class discussion. In addition to adequate blackboards and bulletin boards there should be storage space for audio-visual equipment including charts, diagrams, models, projectors, slides, etc. An adjoining office would provide facilities necessary for individual counseling or small group discussions. A small library or study room would provide students with reading materials related to course goals.

Rising enrollments may bring students to the General College in sufficient numbers so that Home Life class members can be segregated into more homogeneous class groups. It is also hoped that a small seminar type of class can be developed for married and engaged couples who feel the need for more advanced instruction.

The writer is convinced that the General College staff in setting up a group of courses in the family life area with the course in Home Life as the center or core course, has developed an approach that has merit. It is hoped that through continued evaluation and research this cluster of courses can keep abreast of and effectively fill the needs of its students.

life that I have had a clear understanding of sex and family life problems," or " I used to wonder whether I wanted to get married, but now I think it will be fun to marry and have children." Students not enrolled in the course seem to be interested and frequently request permission to visit the class.

Future Plans

Throughout the years the staff has continuously striven to improve the course, but many problems still remain unsolved. For example, the sex ratio in the class is two men to one woman. Although this proportion of the sexes seems to follow university-wide enrollments, it is obvious that a sex ratio more nearly approximating one to one would be highly desirable. Another problem is the heterogeneous nature of the class group. Surely, everyone recognizes the difficulties involved when students who are just beginning to date are meeting in the same class with engaged and married couples. This situation taxes the ingenuity of the instructor in attempting to present material interesting to all class members. However, some good does result from a class group representing people of such varied backgrounds in that class members seem to appreciate the interchange of thoughts and ideas between themselves and those of a greater or lesser degree of maturity and experience.

The instructor keenly feels the need of having more available time to be used in individual counseling. At various periods he has experimented with the practice of having an individual conference with each class member. However, the large number of students involved (150), the lack of conveniently situated physical facilities, and the press of other professional duties have made such projects difficult to carry out.

As yet no text has been discovered which combines the sociological and functional approaches to family life education and is at the same time consonant with the aims of general education. Perhaps the unique character of the Home Life class has made the selection of the text somewhat more of a problem than would ordinarily be the case.

In order to do the most effective job with the class, the writer feels that physical facilities should be improved. He hopes

Home and Family Living course. In order to fulfill this integrative function, the course was placed at the termination of the forty-five unit general education sequence, that is, at the beginning of the student's third year.

A further attempt was made to assure the synthesizing and integrative aspect of the course by placing it under the direction of the over-all General Education Committee rather than making it the responsibility of a specific division of the college. It is noteworthy that of the forty-five unit program, only the Home and Family Living course was without specific divisional identification. However, to facilitate scheduling, teacher load, reader time, student assistant, and other administrative considerations, the course was given a psychology designation, Psychology 60 (which was later changed to Psychology 142.)

The Committee on Home and Family Living also decided that basic professional competence should include training in psychology and sociology. Obviously, then, the Division of Social Science, under which sociology courses are offered, had a strong interest in the course. Administrative responsibility was therefore assigned jointly to the division of Psychology and Education and the Division of Social Science. The major purpose of this dual responsibility was to add one further assurance that the Home and Family Living course would not become involved in divisional specialization but rather would maintain its "broad fields" approach so that it could carry out its integrative task more effectively.

Several approaches were employed in developing the course outline and in selecting the subjects to be considered. (1) The objectives drawn up by the Area Committee influenced the choice of materials. (2) Staff members suggested topics for inclusion which in their experience seemed "best practice." (3) An "Opinion Questionnaire of the Proposed Home and Family Living Course" was prepared by the staff for distribution to the students. This instrument was a check list of fifty-two topics which staff planners had decided could be taught in such a course. Students were asked to rate these in order of their preference. The questionnaire was distributed to 100 students who had just completed an elective course in marriage problems, Sociology 165. This latter group was asked to rate the items in the order of value they thought the topics would have for incoming students.

THE HOME AND FAMILY LIVING PROGRAM AT SAN FRANCISCO STATE COLLEGE

*Duncan V. Gillies**

In Chapter 3, Lindgren summarized the events at San Francisco State College out of which grew a program of general education divided into four areas, each with its own planning committee. One of these recommended a new course to be entitled "Home and Family Living." This was to be a two-unit course, meeting twice a week. The committee agreed that it would take six units of course work to cover the objectives of the Home and Family area adequately. However, it was felt that the one course should not be held responsible for all the objectives, which were subsequently divided into three categories (1) those for which the Home and Family Living course was to be solely responsible; (2) those to be introduced in other areas of the general education program but which were to be synthesized and integrated in the Home and Family course, and (3) those which were to be the responsibility of other general education courses.

Hence the study of procreation, fertility, and the laws of human heredity was to be initiated in the general education course in Biology; the study of human motivation, psychological needs and their satisfaction, and heterosexual adjustment was to start in the general education course in Psychology; and a study of life values and their implication for successful family living was to be begun in the general education course in the Humanities. These concepts were to be synthesized and integrated in the two-unit

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group, 30 per cent were non-active, and 17 per cent professed no religious faith.

The fact that a fifth of the students were married required immediate modification of course content, which had been designed primarily for unmarried students. A high percentage of religious non-believers and non-participants in religious affairs also required special consideration of the role of religion in marital adjustment. These findings were of significant value in that they suggested to the staff the need for greater flexibility in content and methods of presentation than had been originally anticipated.

While informal evaluations of the course were made continually, a more formal assessment was made at the end of the first year. By this time it was felt the constitution of the classes was more stable. While the absolute number of students in the classes varied, the percentage distribution of the various categories of students did so to a lesser degree. For example, there were (and still are) fewer "older" students with a proportional rise in the number of students under twenty years of age. While the number of married students varied, it did so (and still does) around the twelve to fifteen per cent point rather than the higher one noted in the first semester. Other percentages remain about the same.

Factual Information Test—A test of factual information was administered anonymously to 254 students at the completion of the course and to 201 students who entered the course the following semester. The mean score of those who took the course was 97.32 out of a possible 120 points, compared to 81.14 for those who had not taken the course. The difference between the means of 16.18 points was significant at the .001 level of confidence.

Behavior Change Inventory—Another assessment device was a "Behavior Change Inventory" in which the students were asked to designate anonymously any specific changes of behavior which had occurred presumably as a consequence of the influence of the course. Behavior was defined as meaning intellectual changes as well as overt action. Even though this device was crude it gave results which contained many diagnostic implications: 86 per cent of the students reported an average of 2.4 behavior changes which they considered due directly to the influence of the course; 14 per cent reported no change. This instrument offered many

A comparison of the preference rankings of the two groups showed that there was a close agreement of opinion as to topics considered most important and least important. Of interest was the disclosure that these student opinions also expressed the same needs which had been reported in the "student needs" study of three years earlier.

Prior to the beginning of the fall semester of 1950, when the course was first taught, the staff met frequently to discuss the procedures which were to be common to all sections and agreed on several items of major importance. (1) The preference rankings of students were to be given prime consideration in the selection of topics and their sequential arrangement. (2) While common examinations did not seem desirable, individual examinations were to be exchanged and each staff member was to use any items he thought consistent with his evaluational needs. (3) A minimum of three objective type examinations was to be required, although additional assignments and examinations were to be given as each instructor saw fit. (4) Each instructor was to use any supplementary material he deemed advisable. (5) Gathering materials for a proposed resource unit to be used in all classes was to be the responsibility of all staff members.

During the first few semesters no attempt was made to restrict the course to fifth-semester students. As a consequence it was never known just how many students would register in any given semester. During the first semester, for example, 364 students enrolled in classes varying in size from 28 to 113 students. This was many more than had been anticipated; and while attempts had been made to distribute the enrollment evenly, it soon became apparent that the disparity in class size would require many modifications of procedure.

In order to adapt the presentation to the characteristics of the student population, personal data were gathered at the beginning of the first and subsequent semesters. Results indicated that: (1) Males and females were evenly distributed; (2) only 25 per cent were in the age group "under 20" with an unexpected 75 per cent above that age level; (3) 69 per cent were single, 9 per cent engaged, 20 per cent married, and 2 per cent divorced, widowed, or separated, (4) 53 per cent participated actively in a religious

Analysis of the data from this project revealed rather definite preferences:

1. Heterosexual adjustment in and out of marriage remains the primary concern of students.
2. Choice of marital partner ranks closely behind the problems of sexual behavior.
3. Parenthood in all its manifold aspects comprises a major area of interest.

Conversely, many topics deemed important by adults working in this professional field as well as others persistently rated low in student preference, for example:

1. Budgeting and family finance.
2. Use of leisure time.
3. Adultery, its extent and significance.
4. Adoption.
5. Marriage versus careers for women.

Student Course Reaction—The students were asked to write anonymously their subjective responses to the course and especially to list its weak features. Objective type tests and inadequate consideration of individual student problems were high on the list of complaints. Criticism was also voiced against "rushing" evidenced throughout the course, of materials left out, of topics cut short and of inadequate discussion, although the last criticism elicited ambivalent feelings from the students. Some wanted a course based entirely on discussion while others wanted "more lectures." A major cause for these mutually exclusive suggestions can be epitomized in the statement of one student who said, "For the first time I have heard the various aspects of sex, courtship, and marriage discussed in an atmosphere free from embarrassment and innuendo. Although I know class participation is desirable, I felt we wasted too much time on it. I would rather have spent that time listening to new information—information which while I know to a large extent is written in books—I want to hear spoken. I felt that students interested in discussing would have done so in the 'caf' over a cup of coffee." (Following this suggestion, the writer conducted small voluntary discussion sessions during the following semester in the Social Room of the College.

insights into the areas of adjustment to which students are sensitive.

This was attested to by the type of changes specified in the response sheets. For example, as a result of increased awareness of what they had been seeking in a marital partner some students terminated their engagements. In at least one instance a student had been separated from and planning to divorce her husband because he did not live up to her "romantic ideal." She was aided, she said, through class discussions and counseling in developing a more realistic appraisal of herself and her husband. She dropped out of college (which she admitted had been an escape) and returned to her husband and dropped divorce proceedings.

Such changes as these seemed to indicate that a major influence of the course had been to increase critical awareness among students of their needs and aspirations rather than to sustain or encourage self-satisfied complacency. The staff felt that this task of awakening students to emotional and social realities was one of its significant concerns and that ego disturbance of the emotionally immature was not only unavoidable but in some cases even salutary. This, it seemed, was particularly true if these emotionally immature students were discouraged from marrying prematurely and at the same time motivated to seek counseling.

Course Content Evaluation—Assessment and evaluation are broad concepts, and for the staff in Home and Family Living included an appraisal of the effectiveness of the intention of the college to base the general education program upon student needs. It became necessary, therefore, to know what internal aspects of the course were considered most valuable and least valuable to the students. It must be borne in mind that the course content had been developed in accordance with the original objectives of the Home and Family Living Area Committee and the student check list mentioned above. Included in these objectives were many informational topics, twenty-eight of which were included in this evaluation. The students were asked to rank them on a preference basis with "1" representing the "most valuable," "2" representing the next "most valuable," and so on. Discrimination past the third or fourth order of preference was considered difficult and all topics ranked lower than "3" were rated "3". As a crude validity check the "least valuable" topics were also sought.

anonymously expressed their opinions of the instructor, the course, and the methods of teaching used in the course by means of checking 42 items, each on a five-point intensity scale ranging from favorable to unfavorable; (2) recorded counseling interviews in which five students selected at random from each class (a total of 15 students) were asked their opinions of the course and its effectiveness; and (3) a Course Evaluation Form in which questions were asked anonymously about the effectiveness of the course.

The "t" test for determining the significance of the difference between pre- and post-test mean scores was used and the results showed that reductions in the Bell "maladjustment" scores were small and not statistically significant. Reductions in the Mooney List were larger, however, being significant in one instance ($P = > .01$ using the X^2 test for significance) and approaching significance in another ($P = > .05$). A significant increase in factual information was noted in all classes and a more positive attitude toward the sentence completion test stimuli (and presumably toward the "realities" they represented) was similarly observed. This latter change was significant in two classes ($P = > .01$ in one and $P = > .02$ in the other). Over 80 per cent of all students responded favorably to the anonymously completed student faculty rating scale and 80 per cent (12 of the 15) of those students who recorded interviews said they had acquired information, attitudes, or impressions which had beneficially influenced their behavior. The Course Evaluation Form, also completed anonymously, showed that all classes reported changes in behavior which they attributed directly to the influence of the course. While few of the changes were of a magnitude sufficient to be of statistical significance, most of them were positive; that is, in the direction of achieving the course objectives.

The evaluation demonstrated several things and it became clear that many changes were needed in order to approach fulfillment of the Home and Family Area goals and objectives. Many problem areas were discovered, some of which still remain.

1. Some instructors had as many as three sections of the course with from 75 to 80 students in each section. This was in addition to their other courses. As a result, counseling for all students was impossible. While it is true that all students do not want or need counseling, many of those who did felt that they did not

These were highly permissive and unstructured and attended mostly by engaged couples, some of whom were not enrolled in the class. Although he did not have the opportunity to make a formal evaluation, expressions of student opinion and "feelings" gained by the writer gave him the impression that these were successful.)

Each semester, modifications were made in the content and methods of presentation in order to fit the course more adequately to student needs. However, no changes of great consequence were initiated. While there were student objections to certain aspects of the course, in general it was well received. It was felt, therefore, that before recommending to the administration that significant changes be made a much more intensive assessment of the efficiency and operations of the course should be made.

In order to determine the degree to which the course affected behavior of students related to its objectives, it was necessary to know the kinds of attitudes held upon entering the course. Consequently the students of three sections of Psychology 60 (the writer's) were tested at the beginning and at the end of an eighteen-week semester. Change in responses between pre- and post-tests was taken as an index of behavior change.

The instruments used for this purpose were the Bell Adjustment Inventory (Student Form), The Mooney Problem Check List (College Form), a one-hundred question test of factual information, and a fifty-item projective test of the sentence completion variety. Since this latter test was used as an index of behavior change rather than as a personality assessment device a brief explanation of its use here is indicated. The stimulus words and phrases were those dealing with the subject matter discussed in the course. Examples are: "Most children . . .," "Sometimes women . . .," and "When I think of marriage . . ." It was assumed that responses would reflect the attitudes held by the students. The responses were divided into positive, negative, and neutral categories.¹

At the completion of the course three additional devices to determine student attitudes were used. These were: (1) an objectively scored Student-Faculty Rating Scale in which students

¹D. V. Gillies and C. L. Lastrucci, "Validation of the Effectiveness of a College Marriage Course," *Marriage and Family Living*, XVI, 1954, pp. 55-58.

5. A final major problem has been that of keeping the course current and applicable to the students presently enrolled. This has been accomplished by having each student at the completion of a semester evaluate all aspects of the course and suggest changes for the following semester. Also at the beginning of each semester a "problem census" is taken in which the students are asked to list those problems, areas of concern, or topics of interest they would like to have discussed throughout the semester. This serves the dual purpose of keeping the content current and of reinforcing in the minds of the students the idea that the course attempts to be functional and based on their needs as they can see them.

These considerations form the basis of the lectures, discussion, film selection, and class activities. Since many questions are repeated semester after semester, a fairly stable course has developed, the presentation of which however, differs from instructor to instructor. While different emphases are placed on different subjects and no two classes will necessarily discuss the same thing at the same time, the writer's outline noted briefly below gives an idea of the areas of discussion in the various classes.

I. *Prior to Marriage*

1. The changing family and its significance.
2. Concept of normality.
3. Sex differences and their implications.
4. Marital motivation and the romantic fallacy.
5. Dating, courtship and mate selection.
6. Psychology of love.
7. Family law.

II. *Marriage*

8. Personality adjustment in marriage.
9. Sex adjustment in marriage.
10. Adjustment to functional roles.

III. *Parenthood*

11. Significance of the family in the socialization of the child.
12. Voluntary and involuntary childlessness.
13. Child training.
14. "Sex education" of children.

The questions submitted at the beginning of each semester, to the degree practicable, are discussed in the framework above.

have available the amount of instructor time they would have desired. While this was unfortunate it was not without its advantages. It has required greater use of small group activities centered around discussion of mutual problems. Such activities have met with very favorable response especially from those students who for one reason or another feel it difficult to participate in the larger class discussions. Many problems the students felt they would have liked to discuss with the instructor were solved more satisfactorily by discussion with their peers.

- 2 It was obvious that grading according to traditional academic criteria based upon examinations and awarding grades on an A-F continuum was unsatisfactory. Counseling interviews with students convinced the staff that there was little or no relationship between an academic grade earned and the values received from the course. Crude follow up interviews also created the strong suspicion that academic proficiency further had little relationship to future marital success. It was felt that examinations with all their attendant anxieties and competitive aspects were not consistent with the goals of the course. Consequently a system of contract grading based on interest and participation was substituted. According to this method a student selected at the beginning of the semester the grade he wanted to receive and performed the work required for it. The work to be accomplished was a function of the student's own interest and the details were worked out in consultation with the instructor. The accomplishment of the work within each grade level was on a pass/fail basis. If for example the student completed all the work for an A grade satisfactorily he received that grade. Student evaluations indicated that while they thought they had to work quite hard to earn a grade the assurance that the grade they received was on the basis of their own interest and effort and not on the basis of competition for a few high grades made the additional work seem worthwhile. This system did however create some anxiety among those who after years of grading by examination had come to expect it. As a result the present method in use is a combination of both systems which is apparently acceptable to most students.
- 3 Ideally classes of twenty to twenty five students would be desirable. However with the present pressure of students to get into the public colleges this desideratum must remain a hope for the future. The disproportionate class sizes have been evened by closing some classes until all sections are about equal in number.
- 4 Staffing the course has been the source of some concern. While two members have had long term identification with the course others have not. Suggestions have been made to have new members selected on the basis of their desire to remain in the program in addition to their other more generally accepted qualifications.

reviewing the objectives and their realization of all courses in the general education program for the purpose of improving integration.

Psychology 142 has been taught for relatively few years and while plans are being made for a serious follow-up study of the degree to which the course and the Home and Family Living Area have affected students' marriages, this study has not been initiated. Several independent studies have found that the students feel it to be one of the most valuable courses in the program. If these opinions are honest expressions of how the students really feel about the course and if there is carry-over from college classes to later life, it is sincerely hoped that the development of attitudes and understandings necessary for the establishment of successful marriage and family life will have been positively influenced by the course experience.

A few problems still remain for which no immediate solution seems apparent. The course, in order to serve its integrative function, is properly placed at the termination of the two-year general education sequence. By this time, however, many students are engaged and are considering marriage while some are married and experiencing difficulty in making a successful adjustment. Such students feel they have a real need for the course earlier than in their junior year. Certainly it seems reasonable that the course would be most effective during the period of the student's greatest felt need. The argument, therefore, that the course should be given at a time when the student wants it most has merit. The earlier experience of the first semester in which the course was offered, however, seemed to be pedagogically as well as administratively unsound.

Though minor, another problem revolves around student interest. This is how to include in a restricted amount of time all the materials which a committee of the entire faculty felt should be included and at the same time permit unlimited discussion of topics of vital concern to the students. The latter problem is often accompanied by the concomitant one of how to present the same course to students some of whom want "straight lecture" and others of whom want "straight discussion."

Another serious problem is that of integrating concepts from other areas of the general education program. As these courses have been modified and changed as a result of successive evaluations, it becomes increasingly difficult to include all the materials applicable to the Home and Family course. This problem becomes intensified when new members are added to the staff. The briefing and instruction each new person receives is no substitute for the hours and weeks of deliberations and involvement experienced by the original staff while setting up the program. While there have been periodic conferences of the entire general education faculty wherein an attempt has been made to alleviate this situation, no completely satisfying solution has yet been found.

These are problems at present. However, indications are that they may be modified or resolved in the future. The college-wide General Education Committee, of which the writer is a member, has been planning another student needs study and presently is

students each semester. It is a general education course and attracts students from all departments on campus. It is a terminal course for most students, although several departments now recommend that students take this course as part of a major.

Of the first 4,000 students taking the classes, two-thirds were women and one-third men. By 1959 the enrollment had become 50 per cent men. Eighty per cent are majoring in the College of Letters and Science.

Goals

The chief goals of the course are twofold: (1) To give students basic information about the family and the way it functions in today's world. This basic study of the family should give the student some perspective on the kinds of interaction that take place in a satisfactorily functioning family. (2) To stimulate the student toward developing the self-understanding needed for building effective relationships in his own family.

As I continue to teach in this field I have been placing more and more emphasis upon the student's developing an understanding of himself. My research and counseling in family relationships lead me to believe that success in the marriage relationship is based upon four important circumstances: (1) two people getting together in marriage who meet each other's basic social and psychological needs; (2) two people getting together in marriage who know something about what marriage is and what is required of the individuals in marriage; (3) two people getting together in marriage who have fairly marriagable personalities, and finally, (4) two people getting together in marriage who have developed good mental health in the way they face day-to-day problems in life.

We may look upon marriage as we look upon other vocations in life. Success in any job means that the job holder must be interested in the job; he must know something about the job requirements. Even if he does know something about what the job requires, he may fail if he has not learned how to get along with other people, or if he has poor mental health. Those are the same basic requirements necessary for success in marriage and family life. A good marriage and family course should enlighten students concerning such basic factors.

MARRIAGE EDUCATION AT THE UNIVERSITY OF CALIFORNIA AT BERKELEY

*Judson T Landis**

Between 1938 and 1948 Dr Noel Keys of the Department of Education of the University of California offered a non credit lecture series on marriage through the Extension Division of the University. There were ten lectures in the series. Dr Keys gave about half of the lectures and the others were given by off campus speakers. The series proved to be very popular with students. With the death of Dr Keys in 1948 the question arose whether or not the type of work he had been doing on the Berkeley campus should be continued. A university committee decided that marriage education should be continued on the campus for regular credit rather than as a series of non credit lectures. The writer was invited to the Berkeley campus in 1950 to begin the credit courses in marriage education.

Dr Agnes Fay Morgan then Head of the Department of Home Economics proposed that the credit courses be offered through that department and that arrangement was satisfactory to all those concerned. The first course organized was Home Economics 137 Marriage and Family Relationships a three unit semester course for juniors and seniors. The course was open to all students on campus and without prerequisites other than upper division standing. This course has been given each semester for the past nine years and the enrollment is now approximately 300.

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much to the thinking of the single students through panel discussions.

We would not wish to separate the single students from the married students. We feel that married students have too much to contribute. One study of the classes showed that some married students would prefer a separate section but it also showed that the single students preferred to have the married students in the classes.

Once each semester an obstetrician talks to all of the students and their spouses or fiances in an evening session. The talk is on pregnancy and childbirth with a strong emphasis on education for childbirth. Two films are shown following the lecture, "Pregnancy and Childbirth" and "A Normal Birth." Dr. Earl Marsh, who is shown as the doctor in the above films, gives the lecture to our classes. At first we did not show "A Normal Birth" but now we show it as a matter of routine and there have been no faintings or other adverse reactions. A student evaluation of the film shows that the film creates desirable rather than undesirable attitudes toward childbirth. Having one of the producers of the film show it may result in a more favorable response than would be true with another doctor showing the film. Dr. Marsh is extremely able in his presentation of the lecture and the film. No other outside lecturers are used in the courses.

There are certain films which are helpful in getting students to understand family interaction, and to develop better understanding of their own growth as family members. My usual method in using films is first to give a lecture, then to show a film that has been selected to illustrate the lecture, and then to discuss the film. The discussion covers such factors as: how well the film illustrates the points discussed in the lecture, whether the film is sound in point of view, whether the students consider the film of enough value to use with classes in the future and their reasons for their ratings of the film.

Some of the films I have found most useful: "Who's Boss," to illustrate lecture and materials on the changing roles of husbands and wives; "This Charming Couple," to illustrate lecture on psychological danger signals in courtship; "Feelings of Hostility," to illustrate common escapes from problems and how family experiences condition children against marriage; "Marriage is a

Methods

In order to accomplish the goals for the course I have tried different methods through the years

The size of the classes has made it necessary to resort to the lecture method rather than class discussion. With smaller groups of students different methods might be desirable. During recent years I have asked for written work which requires the student to apply the course materials to himself. Each week there is a written assignment which makes it necessary for the student to think through the text material, films, lectures and discussions with reference to his own personal situation. Probably the most useful exercise has been one called "reflections" which usually focuses upon the student's own family background, his dating history, his feelings about the place of women and of men, his and his family's attitudes about money, his own marriageability, the patterns he has developed in facing problems in life, what he has learned through dating and so forth.

Anonymous student evaluations of this type of work have shown that the majority feel that it is very valuable experience for them and an important part of the course. A problem here however is to get all this written work read and graded since this part counts as one fourth on the final grade. We have used teaching assistants' time for reading the written work rather than for leading discussion sections. For these materials to be most valuable to the students however the instructor should do much of the reading himself and there should be follow up counseling with many students. With large classes it has been impossible for me to do enough of this work. Unfortunately, I must depend on readers. Nevertheless the students still find great value for themselves in thinking through the written assignments even without conferences with the instructor.

The class meets two times per week for an hour and a half. The first hour is given to lecture and the last half hour to films and panel discussions. Although there are 250-300 students in the class we have found that panel discussions and role playing scenes can be very effective. If the class is conducted in an informal way students are cooperative in taking part in the demonstrations. We have found that married students can contribute

These evaluations are summarized each term and are studied. The findings are used in setting the direction of the course for future terms. One thing I have found is that students are not helpful in making suggestions for improving the course. They are good judges of what is presented and of whether it is meeting their needs but they seldom have ideas about other topics that should be included or suggestions for improvement. One of the most frequent comments made on the evaluation is that the course should be required of all students.

I have classes evaluate the films used, and this is an aid in deciding whether a film should become a regular part of the course. Caution is necessary in using and evaluating films. For example, the film, "Marriage Today," was made to bring out the positive values in marriage. In concentrating on the positive values in marriage, the film necessarily ignores the many adjustments which must be made in the early years of marriage before a couple arrives at the good interaction processes shown in the film. Students rate the film high. They like the positive presentation, and the film reinforces what they would like to believe, romantically, about marriage. The film is excellent if used as one of the five in the series, but if used alone it probably reinforces the romantic concepts rather than the realities of marriage.

Another example is the film, "Roots of Happiness." Quite a large percentage of students will give a low rating to this film because offhand they cannot see how a picture of Puerto Rican family life applies to our family life. The basic principles being illustrated in the film, however, certainly apply to family life throughout the world. It is one film that cuts across language and culture barriers. Students' preliminary ratings of both these films point up the need for good basic education in family interaction. Such films as these are useful teaching devices and an important part of the teaching method can come out of the student evaluations.

The size of classes and limited help make it necessary for me to use objective, multiple choice, and machine scored tests. Years ago I gave up giving essay tests to classes of more than 50 students. I found that in trying to grade essay examinations with

Partnership," to illustrate the pattern of adjustment when a young couple lives with the mother-in-law; "Roots of Happiness," and "Preface to a Life," to illustrate the lectures on personality and the family; "Angry Boy," to show the effect of the entire family upon the child; "Human Growth" and "Human Beginnings," to illustrate lectures on giving sex and reproductive education in home and school; "Retire to Life," to illustrate lecture on aging family members.

Question Box

Periodically throughout the semester question boxes are circulated through the class for any questions that may arise in the course. Most of these questions are answered unless it appears that they are very personal ones and would be better answered in a private conference. In that case, it is suggested that the one writing the question make an appointment to discuss the problem. Effort is always made to answer those questions which are of concern to the largest number of class members. Even though the classes are large, the students get the feeling that the class is informal and that they can ask any question they wish either from the floor or through the question box. The question box device helps to compensate for the inability to have open discussions in large classes.

Evaluation

It has always been my belief that the only excuse for offering an applied course in marriage and the family is to meet specific needs of students, not necessarily needs *felt* when students enter the course, but needs which exist nevertheless, and of which young people become more aware as they mature. Therefore, it is my custom to have an anonymous evaluation at the end of each course. I use an evaluation form which asks the students to rate each lecture topic, the presentation of the lecture, an overall evaluation of the course, the chief complaints the student had about the course, what material the student liked most and least, what material was most or least helpful, whether he found the text, lectures, films, written work or outside reading most helpful, and suggestions for improving the course.

Course Outline

The course is concerned with the factors associated with successful marriage and family life. Little time can be given to the negative factors such as divorce, bereavement, and family crises, important as these are. The course assumes that all the students are soon to be married and to have children and it attempts to present in a positive way what research information is available to guide them toward making a success of their family life. The outline of the course includes: role concepts and sex differences, changing sex roles, reasons for marriage, courtship, marriageability, marriage while in college, marriage and military separation, premarital sex standards, mixed marriages, engagement, legal aspects of marriage, adjustment in marriage, sex adjustment, money and marriage, in-laws, religion, insurance, reproduction, and the rearing of children.

No topics are deliberately omitted from the course. There is freedom to include and discuss all materials of interest to the students. In the years I have taught the courses at Berkeley there has not been any criticism from the community or the University administration about what is taught in them. There seems to be complete administrative support and encouragement for the preparation for marriage courses. The faculty committee in charge of research funds has been most generous in making grants to further research in marriage.

Research

We have the policy of carrying on an active research program using students as subjects. Students are glad to cooperate in the research since it usually is concerned with material which is of vital interest to them. Research projects are completed as soon as possible and the results given back to the students through lectures. The research on time required to adjust in marriage, on marriages of mixed religion, on marriage while in college, on adjustments during pregnancy, on the engagement period, and on maturation and dating has been most helpful in meeting student needs.

Plans for the Future

Since the Department of Home Economics is being reorganized into Nutrition, the marriage courses will probably be trans-

more than 50 students, by the time I reached the end of the grading I would not be giving the same grade for the same quality of work as at the start of the grading. My questions now have five options and students never know whether one or more than one of the options is correct. I have eliminated the best answer type of item and those with only one correct answer in five. When the student does not know how many answers to a question are correct, he has to know the material if he is to do well on the test. On an average two or three answers in five are correct. I try to emphasize the truths in what I have been teaching rather than presenting many unsound statements in tests. We are very careful to get all our test pads back so that, if necessary, test questions can be used again. We have found that it is impossible to make up a test without having some poor questions in it, and we try constantly to improve the tests. Student evaluations show that the classes have little criticism of the testing program. There are always a few who complain that the objective test is not fair, and that they could do much better if they were given essay tests. We grant the advantages of both types but circumstances force us to use the objective type.

Counseling

Usually the sociologist does not consider himself a counselor on personal problems. Yet if the instructor is teaching in such a way that his students are gaining insight into their own development and their own feelings about marriage, there will be students who come, needing and wanting personal counseling. In some schools the people teaching the functional marriage courses have a light teaching load so that they can give part time to counseling. In other schools the students are referred to the counseling center if there is one on the campus. I feel that to understand young people and their problems I must do a certain amount of counseling. It is important for my own growth and developing insight. Yet, the limitations of time and energy force me to limit the number of counseling cases to a few of the most needy or most enlightening cases. Counseling can easily become a full-time job for the instructor of a functional marriage course.

PREPARATION FOR MARRIAGE IN THE MERRILL-PALMER SCHOOL

*John W. Hudson**

Expanding interest in and the expressed need for education in "Preparation for Marriage" stimulated inclusion of a course under that title in the curriculum of the Merrill-Palmer School. First offered in the 1951-52 school year, the course has been continued as an effort toward meeting the needs of individual students, with the subject matter structured in personal rather than in general terms. It is felt that such a course is an integral part of the educational goals of The Merrill-Palmer School as stated in the announcement of courses: "The central purpose of the Merrill-Palmer program is education for home and family life, recognized as one of the most important single areas of education." This course, along with several other electives, in the general area of family and interpersonal competency, forms the basic general education presentation in the curriculum.

"Preparation for Marriage" is described as "A consideration of existing knowledge concerning marital and premarital relationship. The course will emphasize the practical needs and interests of the students." The course is elective to all graduate and undergraduate students attending the School and two hours of credit are conferred. All Merrill-Palmer students have completed at least two years of college study toward a degree in one of several areas; and, since the students are drawn from some forty colleges and

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ferred to another department. It is the feeling that marriage education is needed as much or more by men than by women and that as long as the courses are in a department long identified with female education many men may hesitate to take them. It is perhaps the male most in need of such a course who will be the one most reluctant to register for it in home economics.

Many high schools now offer marriage education in the social studies program. This may be a full semester, usually in the senior year, or 6 or 9 weeks in the social problems course. Some college teachers have questioned whether the marriage education program in general education is not duplicating what many students have had in high school. Others have suggested that the college materials should be upgraded. I find that many students have had some marriage education in high school but I take the same attitude that the teacher of history takes: Students have had American history in the seventh or eighth grade, again as juniors or seniors in high school, and they are now taking American history in college. The same can be said of mathematics. We consider other subject matter worth repeating at different levels in the curriculum, with each offering geared to the maturity and readiness of the student. Why should it be assumed that one semester or 6 or 9 weeks in senior high school is sufficient preparation for marriage and family living? Students learn through repetition, and materials mean different things to students as they mature biologically and psychologically. This is especially true of marriage education. I am not worried if some students have had a family living class in high school. Rather it is encouraging that increasing numbers have had such work. One can build on this background. Some students have seen some of the educational films in high school but they learn far more from the films when they view them again in college. In fact, experience seems to show that a student should see the films more than once to get the most out of them.

As more intensive courses are developed in high school we will necessarily continue to upgrade our college courses in marriage and family living, just as we upgrade our history and mathematics courses at the college level.

recognize the values of knowing and encouraging students to learn and study the literature available in this area, but at the same time, we recognize the importance of early experience and unconscious factors in the selection of the marriage partner and their effect on subsequent marriage and family life.

At the beginning of the course, each student is given an opportunity to write a paper, as general or as specific as he wishes, about "factors that will influence my marriage." The unstructured nature of the paper is stressed and the students are encouraged to use free association, putting on paper those thoughts which they believe will bear directly or indirectly upon future happiness. The papers may be submitted to the instructor for comment or retained by the student for personal reference. About 95 percent of the students submit their papers, and the intimate and honest contents of the papers show an unusual degree of rapport with the instructor.

In addition to preparing the paper, about 80 percent of the students take advantage of the opportunity given them to discuss personal problems with the course instructor or other members of the teaching staff. The variety of problems that students bring to the counselor encompass all aspects of human experience.

The Place of Counsel in the Course

The role of the teacher as counselor thus becomes an integral part of the course. This dual role places additional responsibilities on the instructor. At times, unless clearly recognized and delineated, this dual role may create problems for both instructor and student. As instructor, one is by definition placed in a position of authority. Not only must the instructor ultimately pass judgment on the students' classroom work, at times he must also point out misconceptions of faulty interpretations that arise from the students' reading and classroom discussions. If the instructor is to be successful in counseling his student, he must establish a relationship in which the student feels comfortable and secure enough to reveal intimate aspects of his life. It is inevitable that some of the material arising in the classroom situation will parallel that which some other student has been discussing in his personal

universities the course is provided on both quarter and semester basis. Thus classes seldom include more than twelve individuals and discussion can be highly informal. Approximately fifty students a year select this course as one of their electives. Classes are open to all students and no segregation is made on the basis of sex, class rank or marital status. At the present time there are two sections of the "Preparation for Marriage" course offered and they meet once a week for a two hour session.

Purposes and General Plan of the Course

The course strives to (1) explore the varying aspects of courtship and marriage (2) provide a learning situation in which the individual can begin to explore his personal attitudes and feelings which are influencing his choice of a marital partner and which will affect his marriage (3) help the students clarify their personal values and formulate a philosophy of marriage and the family (4) correct any misinformation and answer any questions the students may have regarding marriage. A textbook is not used but a general reading list is provided and students are encouraged to read at their own rates and in the areas of their special interest.

Many of the students taking this course have had marriage education courses on their own campuses. In general they have a rather comprehensive understanding of the more academic aspects of marriage education. They can discuss the risks involved in mixed marriages, pre-marital sexual relations, marrying outside one's own social class, etc. Through counseling with students and talking with those who have had courses in marriage education, the writer concluded that the greatest need in marriage education lay in devising a method of teaching which permits the individual to become involved to the point where he can begin to look at self. The major goal of our course is to assist the student in beginning to explore his own attitudes and feelings. In the writer's opinion the majority of problems arising in marriages today do not accrue as a result of not knowing one fact or another. The facts can easily be obtained from any one of many books treating the subject of marriage. Learning to look at one's own attitudes and feelings so as to gain insight into one's motivations should facilitate the adjustment process in a modern marriage. We

to them. The counselor often finds students wishing to discuss religious differences and means of meeting such problems as their parents' objections to a fiancée. A young man posed this problem, following a discussion on Catholic-Protestant marriages. His fiancée was an Episcopalian, and he felt that they had thought through all the implications of their pending marriage. However, he was faced with the problem of a mother who threatened to have a heart attack, nervous breakdown, or similar dire consequence if the marriage took place. The fiancée was willing to come in and talk with the counselor. After many interviews it became apparent that the young man, although in some respects mature in thinking through his religion, was unwilling to face his mother's threats. He wished to use the counselor as an authority who would intercede with the mother and help her accept this relationship. As such a role is not consistent with counseling procedure or ethics, the task became one of helping the young man understand how he had used this technique in the past to shift responsibility.

It has been recognized by the administration that if marriage education is to be effective it must be personally oriented. As a consequence it may arouse anxiety in some students; therefore, large blocks of time have been freed for the necessary individual counseling.

Teaching Materials and Methods

At the present time, both instructors for the Marriage Preparation course are married men who have had special training and experience in the areas of education, sociology, marriage counseling, and family life education. Both are members of the counseling and teaching staff at the Merrill-Palmer School.

During the first meetings of the group, the students and instructor become acquainted. The course is described to the students as an opportunity to discuss any aspects of premarital or marital living which are important to them. They are encouraged to outline, from their own backgrounds and interests, general subject areas they would like covered. Emphasis is placed upon the course being intended to meet individual needs as nearly as possible, and an effort is made to structure the subject matter in

interviews. One should not underestimate the anxiety that such a coincidence of experience arouses in an individual in counseling.

Following a discussion of the effects of broken homes on one's personality and his future adjustments in married life, a student came to the instructor for personal counseling. She had brought out in class the fact that her mother died when she was fourteen and that she and her brother had been raised by her father. In her first interview she told the counselor that she felt she needed to discuss this in greater detail because she felt that she had tended to take on a mothering role in all her relationships with boys. She recognized that her mothering was often interpreted as domination and that she had real difficulty in her relationships with boys and experienced personal dissatisfaction when her boy-friends resisted her "mothering." In successive interviews a very different picture emerged. Following her mother's death her father had what was reported to be a nervous breakdown. In order to keep the family together she assumed full responsibility for the care of her younger brother, her father, and the management of the home. It was necessary for her to withdraw from school activities and to give up social life almost completely. She received a great deal of praise from relatives and members of the community for her devotion and self-sacrifice. She found this quite rewarding and at the same time it tended to reinforce a drive to try to do even more. As the counseling proceeded she became aware of deep-seated feelings of hostility toward her mother, who she felt ran out on her, and she saw men as weaklings. She began to recognize that her "mothering" in reality was a way of protecting herself from becoming emotionally dependent. There was not time to work these feelings through, consequently the counseling was directed towards helping this girl recognize the need to seek additional help when she became more permanently established.

Many of the students are still in the process of formulating a philosophy of life which is integrated with their value system. They are in the process of rebelling, and often subscribe to a liberalism whose ramifications have not been thought through. When discussing mixed marriages and the personal meaning of religion, some students become aware for the first time that they are not sure of just what they do believe or what their religion means

married and tie themselves down to the routine and responsibilities of family life. A lively discussion usually ensues in which the students elaborate on their concepts of marriage and family life and what it will be like to be wife and mother or husband and father. The students are asked to test the ideal type of marriage partner which emerges from their discussion through readings, parent interviews and home visits which they are having in conjunction with other courses. Special attention is directed to an understanding of the changing roles of college men and women today. The consideration of the kind and type of family one wishes to have takes on new meaning as the students explore their attitudes around individuality, companionship, dependency, decision-making, and the democratic family.

2. Contraception is an area of considerable interest. In addition to the discussion periods that the students have with the staff physician—an obstetrician and gynecologist—anatomical models and contraceptive devices are shown so that the students may have an understanding of the various methods in use today. Attention is directed to the fact that neither the School nor the course advocates contraception; that it is an individual question dependent upon each person's value systems. The health aspects of child-spacing for both mother and child also are discussed.

3. The majority of students wish more accurate knowledge of sex function and reproduction. The material discussed in this area, especially, is determined by the group's needs and the staff physician participates in the discussion. Usually, the groups wish to see the film, "A Normal Birth." At least one period is devoted to preparation for seeing the film and at all times the students are encouraged to raise specific questions, with the assurance that they will be answered as fully as possible. Much discussion revolves around stories students have heard ("the majority are 'old wives' tales") or material they have read and have not understood, or have misinterpreted.

personal rather than general terms. For example, when the question of mixed religions in marriage arises, the discussion is brought to the level of the individual's feelings about religion and religious differences rather than discussing what authorities say or the results of statistical analyses of mixed marriages. In this way the students draw upon personal experiences and attitudes to point up salient factors involved in mixed marriages. The importance of the individual's feeling about religion and religious differences is explored rather than the differences among the various religion.

In keeping with the general philosophy of The Merrill-Palmer School, this course has been viewed from its inception not only as designed for meeting the needs of students, but also as an experimental course in which various methods and techniques of presentation could be tried and developed. As a result, no single method or approach has been adhered to over the years. In addition to both structured and unstructured autobiographical material, the instructors have tried such methods of presentation as role playing, group therapy, reading of novels and other literature pertaining to marriage and the family, motion pictures, bringing the wives of the instructors into the classroom situation, and the presentation of material by specialists and other authorities in the fields of medicine, gynecology, mental hygiene and family life education.

In the years since the course was first offered, the student requests for discussion of general areas and the desired order of discussion have been remarkably similar.

1. They are interested in the roles of men and women—husbands and wives. The discussion revolves around role expectations that men and women have for each other.

This area seems to be particularly meaningful. Many of the women have had their college training in the field of home economics. They have been exposed to the romantic ideal that as soon as they marry, establish their home and begin their families most of their frustrations will subside and they will find happiness and personal satisfaction ever after. Inevitably one or more students will pose the question as to whether or not they are ready to marry or if they really want to get

Some of the more interesting aspects of this discussion are the individual feelings and attitudes regarding the husband being financially dependent in part or in total on the wife.

6. Parents and in-laws are always brought into conversations about preparation for marriage. Primarily, discussion relates to problems in the individual students' experiences with their parents, including ways of interpreting to their parents that as young adults they wish to make more of the choices and decisions which involve them. More concrete discussion of in-laws is possible when the focus is on problems concerning the family of a married friend or a fiancé. This area also provides real life experience from which the students can draw to reflect on their own methods and techniques of handling feelings which they have used in living with their parents.

7. Students' appraisals of the cost of living, budgeting, insurance, and other financial considerations are seldom realistic. Although many of the students have been handling the money for their expenses away from home for several years, few have more than a faint concept of the cost of establishing a home today. In many instances the concept of the cost of living is far too low; the level of aspiration for home and household conveniences is very high. Discussion is focused upon an urban area and they are encouraged to talk about living expenses with married friends, faculty members, and others. The feeling about what is essential in the way of material possessions and how this might affect one's happiness is often discussed.

As the cost of living in Detroit is high, it usually provides a sharp contrast for the students to compare with their concepts of the cost of living. An awareness that there are other expenses incurred other than for food, shelter, and clothing and the proportion of the income that may be involved is sometimes disconcerting. Depending upon the interests of the group, different

In addition to the physician's participation in the class, she also gives physical examinations. Her work with the students is viewed as an aspect of the total marriage education program. The medical examination serves two purposes: First, to provide the student with a thorough understanding of her physical condition and, second, to give each student the opportunity to discuss with the physician any problem which may be of particular concern to her. A complete family and medical history is taken. Wherever indicated, laboratory tests are run. Any special problems or conditions are discussed with and interpreted to the student. Where indicated, medical reports are sent to the student's family physician and recommendations are made to the student regarding medical follow-up.

4. The groups usually see adjustments in the early years of marriage as a crucial problem. In their discussions they explore various methods of handling conflict and of arriving at mutually desirable compromises, at the same time recognizing the importance of retaining individuality within the marriage relationship.

This material is often a continuation of our earlier discussion on roles and role expectations. The traditional concept of the man as head of the household emerges. The ambivalences of wanting a strong protecting husband on the one hand and the desire for individuality, freedom and self-expression on the other provides interesting and provocative material.

5. The question of wives working is particularly significant to classes composed of women who may work for several years in their professional capacities and men whose wives may working during the early years of marriage. The special adjustments required by the wife's dual role of homemaker and income-producer provide material for lively discussion. The students usually wish to discuss the psychological and emotional adjustments involved in relinquishing career and additional income to be a full-time homemaker.

The other courses which the students take and their laboratory experiences are utilized for purposes of integrating the material in the marriage class into broader understandings of marriage and family life. In the core course such subjects as the contemporary roles of men and women, family patterns in present day society, and social class differences in child-rearing practices provide the students with an opportunity to apply some of their own insights into a broader, theoretical structure. Many of the students are enrolled in courses in family life education in the school and in parent education. In conjunction with these courses they have an opportunity to participate in discussion groups with teenagers, young adults, and married couples. The reality of problems of adjustment of the post-college and non-college population are thus brought into sharp focus. Some students elect a special problem course which permits them to work more intensively on a specific aspect or problem of family life, i.e., special problems of the working mother or making home visits to gain a more realistic understanding of the day-to-day activities of the mother of a pre-school child. These courses and laboratory experiences thus provide a constant flow and feedback of material which helps to balance the introspection process of the marriage course.

At the present time, careful consideration is being given to the advisability of increasing the number of classroom hours for this course. It is recognized that more time is needed if even the minimum goals are to be attained. This poses some special problems of scheduling for the instructors, and might make it difficult for some students to carry the additional hours.

Evaluation

Several methods of evaluation have been tried over the years. Students have been requested to write their personal reactions to the course, giving special attention to the role of the instructor and his manner of conducting the classroom procedure, the level and nature of the content, and the meaning of this course in their general educational experience. These evaluations have been of two types; (a) a structured form which was mimeographed and given to the students several weeks prior to the termination of the course, and (b) an unstructured evaluation in which the

methods have been utilized in dealing with this area. In one class the students divided into three groups. One group surveyed married couples and got estimates of what proportion of their income was expended for food, shelter, clothing, medical expenses, etc. The second group selected \$4500 as an average income and indicated the percentage of this income they felt would go into the various areas. A third group chose to establish a home and equip it with what they considered essentials for starting married life. The bringing together of the three sets of data proved to be interesting and provided a unique learning situation. A struggle ensued when the three groups tried to adjust the first group's feelings with the second and third groups' expectations.

At first many students consider this a dull area for discussion. Later, a great deal of interest is aroused as differences among the individuals over what they consider necessary for comfortable living are brought into bold relief.

Although the above areas are generally discussed in all such courses, it is undoubtedly the classroom atmosphere which makes this course unique. The instructors place emphasis on the establishment of rapport between instructor and student and among students. The expression of attitudes, feelings, and divergent points of view is encouraged and every effort is made to help individuals to think through for themselves what is meaningful to them. The significance of individual differences is stressed and the importance of the individual personality is maintained. It is felt that by using this method the person preparing himself for a marriage can become more fully aware of his own individual potential for growth and self-realization in a democratic society. As the students come to grips in the class situation with the variability of human experience and aspiration among themselves on a personal level, there begins to emerge a more crystallized philosophy of their own goals and values for marriage and family life.

The educational philosophy of the Merrill-Palmer School is holistic in its approach to the study of marriage and family life.

A COLLEGE FAMILY COURSE FOR MARRIED STUDENTS ONLY, AT THE UNIVERSITY OF UTAH

*Rex A Skidmore**

The pros and cons of homogeneity of class members has been a much discussed academic question. In many ways it seems advantageous to have students working together who are of comparable chronological and mental age and have other similar abilities and characteristics. On the other hand, there is reason to believe that a class consisting of students with different cultural and social backgrounds, and other differences, may prove effective through cross-fertilization of ideas.

students are asked to give their reactions to the total classroom experience. These evaluations have been most helpful in guiding the instructors to re formulate and revise the course. The most productive evaluations of this course have come from students who have written to the instructors spontaneously several years later to share with them their impressions after the passage of time.

The administration and especially the head of the teaching area have been most helpful in giving the instructors maximum freedom and support throughout the development of the course. At several points when questions have risen regarding the content, methods of teaching the size and timing of class periods, they have made it clear that they have faith in the ability and judgment of the instructors. As this method of teaching inevitably arouses anxieties in the students it requires that not only the instructors of the course but other members of the teaching staff be alert to the needs of individual students. Communications among instructors student advisers and the office of Coordinator of Student Services must be effective. The instructors are free to call upon the administration or other members of the teaching staff for special consultation whenever it is deemed advisable. Students are informed by the administration that "personal counseling is available and that the confidential nature of this counseling will be respected at all times. Under no circumstances will it be violated."

At the present time, the only change envisioned is the possible increase in the number of class hours heretofore discussed. The course will continue to be of an experimental nature and it is hoped that we will be able to further develop improved methods of teaching.

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On the college level, many classes in family life education have been open to all students. This has meant, for example, that a class on courtship and marriage has included both married and single students of varying ages and backgrounds. When materials have been presented on preparation for marriage, the married students have usually shown little interest except as they have related their ideas and experiences for the benefit of the unmarried. Thus the question arises: Should single and married students be enrolled in the same marriage class?

Functional classes in marriage and family living have been offered for several years at the University of Utah. These have been focused on the needs, interests, and questions of the students. Almost every time such a course has been offered, some married students have asked, "Why couldn't we married students have a

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students are asked to give their reactions to the total classroom experience. These evaluations have been most helpful in guiding the instructors to re formulate and revise the course. The most productive evaluations of this course have come from students who have written to the instructors spontaneously several years later to share with them their impressions after the passage of time.

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COURSE AT UNIVERSITY OF UTAH

and fatherhood. A few of the students who take the class for married students have had additional work in family life education; for example, a class in principles of sex education, introduction to marriage counseling, child development, or other related home economics courses.

Sociology 88 is limited to married students and is open to any such student regardless of class standing. No prerequisites are required and the course is offered on an elective basis. It does not fill any specific requirements in the University, but does carry three quarter hours of credit which count toward graduation. The course meets three times per week and is taught once a year. The average number of students enrolled in the class has been about twenty. They have been about evenly divided among the freshman, sophomore, junior, and senior classes. The course is not a part of an organized sequence within one of the departments. It is offered in the Sociology Department and is intended to be "terminal in nature." The course is focused particularly on the questions and needs of young married students who are attending the University.

The teacher is a Ph.D. in sociology, who is specifically interested and trained in the areas of the family and marriage counseling. He holds the rank of professor, and is an active member of the American Association of Marriage Counselors. He is also head of the marriage and family counseling service at the University, and is a leader in the community in family life education and marriage counseling. He spends about two-thirds of his time in teaching classes, mainly in the area of family life, and about one-third of his time in marriage counseling.

The students are invited to participate in marriage counseling, paralleling the course, if they so desire. This is not a class assignment, but the University services are explained carefully to them and they are assisted in developing favorable attitudes towards the counseling process. The number who have come in for marriage counseling has varied from nearly all class members to two or three of the group. Most of these students who have requested marriage counseling have not had serious problems but have been mainly interested in gaining better understanding of themselves, their mates, and marriage through talking with a qualified marriage counselor and taking one or two objective tests.

course of our own?" Some of the instructors of family life education discussed this matter and decided that such a course might well be offered.

In 1950, a class, Sociology 88, was established for "married students only" on an experimental basis and has been offered each year since. The objectives are two-fold: (1) to give students an opportunity to discuss and ventilate personal feelings and questions regarding marriage, and (2) to assist husbands and wives to understand better husband-wife and parent-child relations so as to reduce marital problems and enhance family satisfactions and solidarity.

The rationale for offering this course was based on the premise that married students have different interests and questions than do those who are single; also, that important differentials in motivation exist between these two groups. In addition, it was felt that married students might feel freer to ask questions and discuss their personal feelings and situations if they were participants within such a group.

The course is related to the objectives of general education and specifically to one of the eleven main aims of general education listed by the President's Commission on Higher Education in 1947: "To acquire the knowledge and attitudes basic to a satisfying family life. . . . general education will render a real service to our society as well as to individual students if it makes preparation for a stable, happy all-sharing family life one of its primary concerns."¹

There are several classes in general education at the University of Utah in the area of marriage and the family. Sociology 8, a lower division course, is a general presentation of the basic facts, trends, and purposes of courtship, marriage, and the family. About half of the students who take the class for married students have had Sociology 8, although it is not a prerequisite. About a third of them have had Matrology or Patrology, offered in the Health Education Department. These classes are taught by practicing physicians and help the students study about motherhood

¹Report of the President's Commission on Higher Education, *Higher Education for American Democracy*, Vol. I, p. 56. Washington, D.C.: U. S. Government Printing Office, 1947.

COURSE AT UNIVERSITY OF UTAH

The text which is used at present is *The Happy Family* by Levy Munroe. It is used mainly as a springboard, and many additional references are introduced to the group both by the instructor and the students. Several books are placed on reserve in the library. As each topic is studied, the instructor lists on the blackboard three or four of the best current references pertinent to the topic. The students are encouraged to do additional reading using periodicals, pamphlets, and books.

A variety of methods of presentation is used in this class, including informal lectures, questions and discussions, oral and written reports, role playing, films, and individual marriage counseling. The instructor makes his presentations very informal and often asks class members for personal examples, or those they know about among acquaintances, to illustrate basic principles and concepts in husband-wife and parent-child relationships.

Classroom Procedures and Methods

Each member of the class is encouraged to hand in at the beginning of the quarter three topics of his own choosing about which he would like to do some individualized study. The instructor then goes over these choices and suggests the one which seems most appropriate for each student, avoiding duplication and helping meet the individual needs of the class members. Each student then starts reading books and articles, collecting material on his chosen topic. The last two weeks of class are devoted to oral reports by the students, who present the most interesting and significant findings from their individual studies. Each student is allowed about eight to ten minutes for the presentation of his materials, followed by a six or seven minute discussion during which all class members are encouraged to ask questions and make comments. Each student turns in a written report on his topic, giving the gist of his findings and ideas. Most of the students, in their anonymous evaluations of the class, have indicated they felt the oral and written reports were particularly worthwhile since they encouraged each student to become an "expert" in one area in which he is particularly interested. Most of these reports seem to be closely related to the individual needs of the students. For example, one husband who had been married eleven years and

Course Organization and Content

The course is organized mainly around the questions which the students submit anonymously the second day they come to class. These questions are classified under major topics which are then considered during the quarter. There are no topics that are deliberately omitted from the course. The basic outline which has been used recently is as follows:

Part I. *Introduction*

1. Need for studying marriage and family relationships.

Part II. *Husband-Wife Relationships*

1. Wedding and Honeymoon.
2. Companionship
3. Conflicts in marriage
4. Maturing together.
5. Feelings about money.
6. Making the dollar work.
7. Intimate harmony.
8. Relatives and friends.
9. Spiritual values and marriage.

Part III. *Parent-Child Relationships*

1. Preparing for children.
2. Loving your children.
3. Discipline—rational self-direction.
4. Answering questions about sex.
5. Keeping channels of communication open.
6. Bringing a balance between dependence and independence.

Part IV. *Security in Marriage*

1. Facing uncertainties.
2. Growing old gracefully.
3. Avoiding divorce.
4. Where to go for help.

Part V. *Reports by Class Members*

Part VI. *Conclusion*

1. Summary
2. Review.

On one occasion, during class discussion, several students posed the question, "How should parents tell their young children where babies come from?" The problem was given to a group of five students, and they were asked to prepare a skit, in a few minutes, dramatizing the problem and how to talk with children about personal matters. The skit involved students' taking the part of a five-year-old boy, a thirty-year-old mother, and a thirty-three-year-old father. The scene they dramatized was the family at the dinner table. The student playing the role of the five-year-old, after pretending to eat some food, casually said, "My friend said he is going to have a baby brother soon—where do babies come from?" The mother answered the question, simply, sincerely, and honestly. However, the father purposely played the role of being greatly embarrassed. Afterwards, the class discussed the embarrassment of the father and other feelings, and came to some conclusions as to the best ways and methods of answering personal questions of children.

Another area which has been studied often by role playing has been the area of conflict between husband and wife. Sometimes a male student has been asked to play the part of a wife and vice versa, or to play one mate first and then reverse the role, describing how the participant felt about each role, and then having class discussion. Some of the students have suggested that bringing a few colorful clothes, such as hats, dresses, and coats, might be helpful in stimulating even more interest in role playing.

Another example of role playing involved a man and woman who acted the part of husband and wife. They had a serious argument about using \$500 which they had accumulated in family savings. The wife wanted to buy a new fur coat and the husband desired to purchase a boat for hunting. After they reacted dramatically for three or four minutes, they were asked to switch roles and to re-act the same scene. Then the class discussed both presentations. The students observed that looking at the same problem situation from a different vantage point plays an important part in husband-wife compatibility.

When Sociology 88 was first offered, Winter Quarter, 1950, as part of the class procedure, the California Test of Personality

who had no children, selected the topic, "The Adoption Process." As he introduced his topic, he explained that he and his wife had been wanting children ever since they were first married, but since none had arrived, they were then considering adoption as a possibility. He not only gave basic facts about the process of adoption but also brought in many of his own feelings and attitudes regarding this method of obtaining a child.

In order to make the class informal and the oral reports more meaningful, each student is asked to introduce himself to the group telling a little about himself, his family, and his plans regarding school and otherwise. Incidentally, these self-introductions are also invited the first day of class for the group as a whole.

Two or three class periods are devoted entirely to the viewing of films on husband-wife and parent-child relationships. After the presentation of each film the students are encouraged to make evaluative comments, ask questions, and express their feelings. They analyze the films not only regarding content, but also in relation to the techniques of presentation and to uses as tools in family life education. The students are consulted regarding their choice of films. A list of current films is presented to them with brief descriptions, and then they are allowed to select the ones they wish to view.

Role playing is used often to explore feelings about marital and family situations. For example, when one class was considering the topic of disciplining children, students were divided into small groups of three or four. Each group was then asked to choose what it considered to be a significant question related to this general topic. After several minutes of discussion, each group reported its question to the entire class. Then each group was asked to plan and prepare a skit, using its own members, to present its problem and some possible solutions. After each group presented its skit, the entire class then discussed it. Intense interest was displayed nearly every time this technique was used.

Role playing has been used effectively in discussing sex education. This technique helps most of the class members feel free in raising questions and making personal comments. At the same time, some students feel a bit hesitant about free discussion in this area.

Unsolved Problems

Several unsolved problems in relation to the course seem to stand out. Most of the students have indicated that they felt the need for more time in covering the materials which are considered in this class. Most of them suggested that the course should be increased from a three to a five-hour class, which would meet every day and allow for more intensive study regarding some of the topics. Another problem relates to the sex ratio of the class. Each quarter the group has consisted mainly of male students with only two or three married women. This, of course, is explainable in view of the fact that relatively few married women are attending the University at present. Nevertheless, from the point of view of class discussion and consideration of marital and family topics, it would seem advantageous if a more even distribution were possible.

Each quarter the students have indicated they wished there were a single book that contained the basic principles and facts regarding husband-wife and parent-child relationships. No such text seems to be available at present. There are many books which combine an overall presentation regarding courtship, marriage, and the family, but these students want to start with the wedding and go on from there. There are, of course, many specialized books in which the students are interested, but it seems apparent there is a real need for a text which would present the basic materials regarding husband-wife and parent-child relationships, focused especially on marriage and the family rather than on courtship and marriage.

Another difficulty in this kind of class is that the members vary in the time they have been married and in the size of their families. This means that some are especially interested in the beginning steps of marriage and others are particularly concerned about parent-child and husband-wife relationships after several years of matrimony. At the same time, there is some advantage resulting from these differences, from cross-fertilization of ideas, questions, and experiences.

One danger involved in such a class is that students occasionally bring up personal, complicated problems and feelings which are extremely difficult to handle in class. These usually lead to individual counseling, but not always.

and the Burgess-Cottrell-Wallin Marriage Adjustment forms were administered to all members of the class. The students were invited to make appointments for test interpretation and marriage counseling if they so desired. The class consisted of nineteen students, seventeen men and two women; fourteen of the nineteen students requested counseling interviews, twelve men and two women.

The men and women in the group who came for counseling ranged in age from twenty-one to forty-one years, the average age being twenty-seven years. One student was a freshman, two sophomores, four juniors, six seniors, and one graduate. Members of the group had been married from eleven months to seven years seven months, the average being three years two months. Couples had an average of 1.07 children.

The types of problems or conflicts in their marriage, as listed on the marriage adjustment form, numbered eleven. During the test interpretation and counseling interviews, it was found that fifteen additional problems existed which had not been listed. The stated problems were in the following categories and occurred in the frequency indicated: economic (budget planning, extravagance, insufficient income), five; children (differing philosophies, disturbing element, care), four; sexual adjustment (difference in desire, childhood conditioning), one; and lack of cooperation (household tasks, cooking), one. The scores indicated that the social and personal adjustment of these students was average and their marriages on the whole in the "somewhat adjusted" category.

After the first few class periods, the students discuss freely their personal problems and situations. For example, one day when the subject of in-laws came up, a man who had been married eight months said, "I am living with my mother-in-law, and we are not getting along at all. What can I do?" The class gave some excellent suggestions. When the group considered adoption, a married woman, a senior, said she had adopted one child and had obtained one "the regular way." She then described, somewhat in detail, her feelings regarding both of her children. Even in the area of sex relations, nearly every student brings in personal questions and comments. The small size of the class makes it possible for the group to work on a personal, intimate basis.

"I think this class is well worthwhile. I would like to have had it sooner after being married, but then again I might not have realized the importance of many of the problems."

"The class allows for hearing problems of those who have children by those who have not but are expecting."

"The class is extremely valuable to anyone. I wish my parents could have taken the course when they married."

"I have done more outside reading on problems of this course than of any other. If it can do that for me, it must be pretty good."

Other evaluative comments of the students were:

"Brings you in contact with students who are 'in the same boat' and you can hear about their problems and compare them to your own."

"This class has helped very much, especially in the attitude toward marriage and the understanding that everyone else has problems."

"Has reduced family conflicts through a better understanding of the causes and ways of handling them."

The students seem to favor the class because it gives them a chance to acquire practical knowledge and also to express their feelings and modify their outlook toward husband-wife and parent-child relationships. The group dynamics approach is particularly conducive to discussion of personal problems and to an expression and understanding of feelings. The main contribution of this separate course for married students seems to be in providing functional family life education with a homogeneous group, which facilitates discussions and assignments focused on problems and questions which are of vital interest to all class members.

Evaluation

Opinions were solicited from students in the classes of 1955 and 1956. Of the students who took the class in 1955, eighteen were men and three were women. Two were freshmen, eight juniors, and three seniors. These twenty-one students gave their objective evaluations of the class anonymously. In answer to the question "Has the class helped you in your own marriage?" twenty answered in the affirmative and one in the negative. Their comments indicated they had achieved better understanding of self, of mate and of what marriage involves. The general consensus regarding the class was described by one student, "It gives students a mature outlook toward marriage and helps to develop realistic attitudes."

In 1956 the students were also asked to evaluate the class, anonymously giving their overall impressions. The eighteen students answered as follows: very favorable, twelve; favorable, three; satisfactory, two; no comment, one. The students were asked to indicate what they considered the most significant idea they had gained from the class. The replies emphasized the realization that other couples have had the same or similar problems and have solved them.

In answer to the question "How might the class be improved?" the students' major suggestions were to make the class a five hour instead of a three hour one and to allow time for more class participation.

The students were asked to give the advantages and disadvantages of a class for married students only. Two students replied that the class was "too homogeneous a group." No other disadvantages were suggested. Most of the students felt that the homogeneity yielded greater freedom in discussion and greater mutuality in the problems discussed.

Indicative of the impressions of the students regarding the class are verbatim statements taken from some of their anonymous evaluations.

"It was a class on a more mature level than any I have taken."

"I am sure if every married couple had the opportunity for this instruction on family life they would be happier and there would certainly be less divorce."

tional training and education for living or general education. In an effort to meet the needs of this new student body, the curriculum has been expanded and has become more inclusive. Courses have been included, and even accepted by the most scholarly-minded academicians, that would have been anathema to their academic ancestors. The new life adjustment courses have not undermined the standards of collegiate education as some feared they would, but have instead expanded the usefulness of collegiate institutions.

As late as 1940 the *New York Times*³ carried an article about "Odd Courses." In it were mentioned a course for school janitors, one in piano tuning, an extension course in fishing, a course on coaching a baseball team, one on how to relax, one on mountaineering, and "marriage courses." The sort of amazement and skepticism implied in the title of this article is rapidly becoming as outmoded as the early attitude that "the automobile is only a rich man's toy and is hardly here to stay." Nevertheless, there may still be found educators and laymen who, even in the face of incontrovertible statistics that show that present day Americans are having difficulty with marriage and family life, preserve that earlier skepticism. They seem to operate on the assumption that in so important an area of life activity as marriage and family living, knowledge, even some knowledge, is not as desirable as ignorance.

There are other persons who are critical of marriage education, not because they are opposed to it, but rather because they are committed to it. Of these, the most critical are the instructors themselves, as the statements in this section of this volume indicate. These are the persons who, more clearly than many others, see the need for marriage education but who, also more clearly than many others, see its shortcomings and problems at the present stage of development. They are as sincerely committed to constructive criticism of their own work as they are to the work itself.

The Need for Marriage Education

What does it mean to "see the need for marriage education?" It means to be aware of the situation in which American marriage

³New York Times Magazine, July 7, 1940.

EDUCATION FOR MARRIAGE: AN OVERVIEW

Henry A. Bowman*

Much water has passed under the bridge since college-level courses in preparation for marriage, as we have come to think of them, received their initial impetus from Professor Ernest R. Groves about thirty years ago. At first that water was a mere trickle. Today it has become a considerable and rapidly growing stream. A survey made about a decade ago showed that half of the colleges, junior colleges, and universities in this country had some curricular offering defined by the instructor as functional marriage education and that 79% of these courses were developed between 1934 and 1949.¹ More recent evidence suggests that the number of institutions offering such courses has increased since 1949; but the exact extent of the increase is uncertain.² We may assume that the stream will continue to gather volume. There is no reason to assume otherwise.

This rapid growth of marriage education courses has been due in part to the increasing democratization and heterogeneity of the student body. There has been a great influx into colleges and universities of thousands of students who do not expect to become scholars in the older sense of the term, but who expect to derive from their collegiate experience a combination of occupa-

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¹Henry A. Bowman "Marriage Education in the Colleges," *Journal of Social Hygiene*, Vol. 35, No. 9, December, 1949, pp. 407-417.

²Judson T. Landis "The Teaching of Marriage and Family Courses in Colleges" *Marriage and Family Living*, Vol. XXI, No. 1, Feb. 1959, pp. 36-40.

At best, evaluation of marriage education is, by the very nature of the subject matter, admittedly extremely difficult. It is difficult to dissect out and measure the effects of a given course in marriage education when the students who take it are also subject to many other influences that play some part in determining their attitudes toward marriage. Also, at present there are only inadequate means of determining where students are relative to preparation for marriage when they enter the course, so that the additional influence of the course is difficult to determine. A marriage course, in most instances, is designed to prepare the students in it for future experience. Hence evaluation can hardly be expected to be complete merely at the end of the course. On the other hand, since marriage education is relatively so new in the curriculum, students who have now been married long enough to enable an evaluation to be made in terms of their marriages are often students who took a particular course when that course was in an early developmental stage.

Issues and Agreements

A careful perusal of the preceding chapters in this section reveals a few things about marriage courses of which we can be sure. 1) Students who take them are almost universally agreed that marriage education courses have value. Unless we are to be hypocritical and maintain that students are not able to make an evaluation, at the same time that we teach in institutions of higher learning which are presumably based on the assumption that students are intelligent and responsible and to some degree know what they need and how to get it, we must give student evaluation some weight. Admittedly, it is not the "whole story" or the last word. But it is one word. A competent physician does not substitute his patients' statements as to how they feel for clinical tests and his own observations in evaluating therapy. But neither does he completely disregard his patients' feelings and judgments. In like manner, the teacher of marriage education does not rest his evaluative efforts on student opinion alone: but neither does he consider student opinion as worthless.

2) There is common agreement that academic course grades, as such, are not an adequate measure of what students learn in a

is to be found with its new problems growing out of modern conditions and new emphases on personal adjustment. It means to recognize the sparsity of guideposts available to young people about to enter marriage. It means to be "on the receiving end" of a barrage of student questions year after year. It means to sit through myriad hours of conferences with students who have turned to an instructor or counselor with premarital or marital problems that both recognize as possibly preventable but the solutions to which neither knows more than very incompletely. It means to see in the college or university curriculum a great resource of materials that if separated out and gathered together by cutting across existing course boundaries can be brought to bear on these questions and problems. It means to be convinced that in marriage and family life itself there is an area of study at least partially distinct from other areas of study with which it overlaps.

Difficulties in Evaluation

Being aware of the need for marriage education is one thing. Doing something to meet that need is another. Hence, in marriage education courses in general we find what is apparent in the representative selection described in this section: namely, each course grows out of a sincere effort to meet a need. There is reasonably common agreement as to objective. But each course exhibits one particular instructor's attempt to meet that need. Hence there is variety of content and method. This variety suggests both a strength and a weakness. On the one hand it is a strength because variety means flexibility and flexibility means that marriage education is still in process of development. Very little crystallization has taken place in a way that will impede progress. On the other hand this variety is a weakness because it means that at the present stage of knowledge there is no way of evaluating "marriage education" as such. The best that can be done is to evaluate incompletely a particular course or program. Even this is difficult because each program or course is in process of evolution. As an instructor attempts to evaluate what he is doing he is concurrently changing what he does. Hence his evaluation, when it is finished, is in some respects a measurement of what he used to do but no longer considers entirely adequate or desirable.

search as some persons seem to assume. Rather it emphasizes the need for research.

4) There is a common feeling that we should beware setting up false criteria for judging the effectiveness of marriage education. Instructors are sometimes asked such question as: Do your students have a lower divorce rate than students who have not taken a marriage course? No one would think of asking a sociology instructor whether his students had a lower crime rate than students who did not take sociology, or of judging a hygiene course by the number of students who had surgical operations.

A marriage course cannot be expected to do everything for a student in his preparation for marriage. As indicated above, he comes to the course with some of his preparation already behind him because of his background. Furthermore, a marriage course, like any course, occupies only an insignificant fraction of the total lifetime of the student. A one-semester-three-hour course represents three one-hundredths of one per cent of the student's life up to the time of entering the course when class meetings alone are taken into account, less than one one-thousandth of his life when class time and outside reading and preparation are all taken into account. Obviously such a microscopic fraction of his life experience cannot serve as antidote for all the other influences that have been brought to bear upon him before he entered the course and all those that will be brought to bear between the course and his wedding, even though the course does come at a time in his life when his interest in marriage preparation is at a peak. On the other hand, however, a marriage course may be expected to do something for the student even in the light of its limitations; and it is to this conviction that instructors are committed.

6) Instructors agree that, although academic grades do not adequately represent what students learn in a marriage course, such grades must be given attention because they are necessitated by the academic framework within which marriage courses are offered. Within this framework marriage education has at last won a long uphill struggle for academic respectability which is now appreciated and must be protected. To this end every reasonable effort is being made to provide students in marriage courses with productive learning experiences into which they themselves must invest time and effort. Conversely, similar effort is directed toward

course in marriage education. This is due in part to the fact (which is true also in other subject matter areas) that, because of the difference in their background at the point of entering the course, one student who makes poorer grades may actually have learned more than another who makes better grades because the latter knew more of the material to start with. But the more cogent reason for feeling that course grades do not measure what students learn in a marriage course is the fact that of necessity tests must be based largely upon the intellectual retention, recall, and analysis of subject matter, whereas one of the major objectives of a marriage course is the improvement of attitudes and behavior, such improvement resting in part upon the acquisition of facts and the assimilation of principles but not ending with such.

3) By the very existence of marriage courses, instructors in them indicate that they believe that such courses have value even though evaluation is incomplete and even though some of the course content at present may be open to question and not yet established by adequate research. But in this connection marriage courses differ from courses in certain other areas only by their relative newness. In the humanities and social studies, for example, evaluation is also incomplete. Yet courses in those areas are presented and accepted. In no area can the assumption be made that all the facts are known at any given time. Even in such fields as physics and chemistry courses have been offered, indeed had to be offered, when knowledge was far from complete, when assumptions and hypotheses not yet established by research were considered acceptable course content, when over and again a new discovery invalidated what had previously been taught as valid knowledge. If all courses had to be postponed until all the facts in particular areas were known, very few courses indeed would be included in the curriculum. Since in marriage education as in other fields, knowledge is incomplete, we are forced to a choice of alternatives: either we do nothing to contribute to the solution of any problem, or we approach problems with the incomplete knowledge at hand. The latter is what the student must do anyway; and it is the conviction of the instructors in marriage education that his approach may be to some degree improved even before research is done. This does not depreciate the importance of re-

of the term. They insist upon "guidance" or "advising." But whether it is called "counseling," "guidance," or "advising," the fact remains that innumerable students turn to instructors in marriage education courses for help in solving personal problems. When this occurs, the instructor's counseling and his teaching "feed into" each other. As he becomes more aware of certain problems brought to him, he may include some approach to these problems in his classroom presentations. On the other hand, as he builds rapport and as he touches upon certain problems in his classes, he opens the door for students to come to him for individual conferences. Hence, although such counseling is not research, it does serve as the soil from which at least one root of marriage education gets the nourishment necessary for further development.

Unsolved Problems

There are many unsolved problems. Some of these have already been touched upon above or in the previous chapters but a listing with comments is nevertheless in order.

1) In many instances, the demand for marriage education courses has been so great that existing teaching personnel have been unable adequately to meet it. Wherever offered, marriage courses have tended to be very popular among students. Cases are on record in which courses were initiated upon student demand. Often, therefore, classes are too large; it is difficult for the instructor to find sufficient assistance for such things as grading; students who want to register for the course have to be turned away; there are too few sections.

2) What is to be done when the great tidal wave of students that is now just beginning to sweep over the colleges and universities reaches its peak? Will more students have to be turned away? Will administrations make provision for increase in number of personnel? Because of a shortage of funds will administrations be forced, or worse, rationalize their actions as being forced, to expand staffs in the more traditional subject matter areas in general, and in this post-Sputnik era the natural sciences in particular, while marriage education programs are left relatively still more understaffed than at present?

preventing the marriage course from becoming a "snap course" or a "glorified bull session." Typically, as seen in the descriptions of the representative courses included in this section, students are expected to read a textbook and/or collateral material. They are expected to attend class meetings and take tests. In some cases, they are, in addition, expected to write papers, work on projects, or prepare autobiographies. In many classes audio-visual aids such as motion pictures are used. Sometimes students participate in socio-drama. Such audio-visual aids are the only means readily available to the instructor for getting his students into the "inside" of a marriage, even though it be a hypothetical one, since neither field trips nor laboratory experimentation is at his disposal.

One of the still-unsettled questions in marriage education is this: Shall the course be taught by one instructor, by a series of experts with one person as coordinator, or by an instructor with the occasional help of experts? All three systems are employed. Each, at least in the judgment of the person or persons employing it, has advantages. The proponents of the one-teacher-to-handle-all-topics point of view maintain that, although the instructor cannot be equally well-prepared to handle all topics because of the variety of subject matter areas covered, the establishment of better rapport compensates for this limitation. The proponents of the series-of-experts point of view either do not admit a loss of rapport or consider it a necessary price to be paid for more adequate coverage of subject matter. The other plan, namely, one teacher assisted occasionally by experts, is apparently an attempt to reap the advantages of both systems. At this stage of the development of marriage education, there is no way of stating categorically which system is best. We can only say, as others have said, that that system is best which is most readily put into effect in a particular situation involving particular personnel.

7) Counseling students on personal problems in some way connected with marriage or preparation for marriage is usually considered an essential part of the instructor's function, and time is provided for it insofar as the instructor's schedule permits. Often the instructor is aware of the need for more counseling than he is able to provide because of his other responsibilities. There are some purists who quibble about the use of the term "counseling" when the process is not therapeutic in the strict sense

be significant in connection with requirements for a major, for a minor, or for graduation. And as Landis points out in Chapter 9, the fact that the course at the University of California at Berkeley has been offered through the Department of Home Economics has undoubtedly served to reduce the male enrollment.

8) How are instructors to test students and for what? On what are grades to be based? As suggested in the preceding chapters, instructors have accepted the fact that grades are inevitable but they are not satisfied with the relation between what they want students to gain from their courses and this inevitability.

9) Is there any way, indeed is it desirable, to segregate students on the basis of their information, attitudes, backgrounds or sex at the time of entering the course? If so, how is this to be accomplished? Or is the more desirable alternative merely to accept all students with no assumptions made about any that are not made about all? In the last analysis, of course, in an area such as marriage education, segregating students on the basis of what they are at the time of entering the course would almost mean that each student would have to be put into a class by himself. Obviously, this would be both impossible and undesirable. So what is to be done? At present there is little or nothing in marriage education similar to the placement tests to be found in certain other subject matter areas. The closest approach to this sort of thing is the setting up special, extra, voluntary groups within classes, to meet at times other than class times, and to discuss problems common to the members of these groups. In some cases, the procedure in these groups approaches group counseling.

10) Many institutions of higher learning, especially the larger universities, have as many as 20-25% of their students married. What is the best arrangement for these students so far as marriage education is concerned? In mixed (married and unmarried) classes they often make contributions helpful to the unmarried. On the other hand, as Skidmore points out, this is likely to be a one-sided process, for the unmarried cannot as often make suggestions helpful to the married, and there is much subject matter, such as discussion of courtship practices or choice of marriage partner, that is of no interest to the married students. Perhaps the best solution lies in classes designed for and limited to married students. But thus far few of these have been organized.

3) Students who would like to register for a marriage course are often prevented from doing so by administrative restrictions such as an allowance for too few electives, prerequisites, or the limitation of enrollment to certain groups.

4) In many cases the marriage course is a sideline for the instructor or an addition to an already heavy teaching load. Often whatever counseling the instructor does is in addition to the teaching load that is typical in his school; no allowance in load is made for the counseling. Few other important areas in the curriculum are treated in this way, and eventually, if marriage education is to come of age, this situation must be remedied.

5) Where can teaching personnel or prospective teachers turn for training in this new area, marriage education? At present there are few training programs available. There are summer workshops and, although these are helpful, they are limited in time and are not a substitute for full-fledged teacher-training programs. Since marriage education is relatively so new, and since so many of the instructors are still "newer," little tradition in this area has been handed down to them. Very few have had graduate school experience in direct preparation for this field of instruction. Most of the present instructors in marriage education entered this field through some other field such as sociology, psychology, guidance, religion, biology, and so on. This means that so far as marriage education is concerned these instructors are largely self-taught. This is much to their credit but again is not the final answer to the problem of training.

6) Granted the objectives of marriage courses, what should be their content? How much relative weight should be given to various topics, for example, to reproduction as compared to the use of money? Should there be an attempt at standardizing content to some degree or should variety be encouraged? Are existing courses "on the right track?" If instructors do not agree on content, then what is marriage education?

7) What should be the departmental affiliation of the marriage course? In actual practice the answer to this question seems to be unimportant once the course has been started. But it sometimes does make a difference in getting it started and it may make a difference in the type of credit allowed, that is, three hours' elective credit in sociology, in psychology, and so on. This may

and more solid material with which to build and improve marriage education. On the other hand, marriage education will continue to point up the need for research and play its part in revealing the spots where research is most urgently needed.

For the Future

The recognition of these problems is no reason for pessimism. It is most certainly no reason to throw up our hands and say that marriage education is impossible. These problems exist partly because marriage education is in its infancy. Compared to most other areas of instruction it is standing on the threshold, whereas many of them have already walked through the door. The courses described in this section suggest that marriage education has established itself as an accepted and regular part of the curricular offerings of institutions of higher learning. When we realize that in recent years more than half the colleges, junior colleges, and universities in this country, and that means more than 700 schools, have initiated marriage courses carrying academic credit, that out of the various existing disciplines have come the instructors for these courses, that into these courses pour perhaps more than 100,000 students per year,⁴ we can with confidence say that there has been set in motion a movement in American education that will be neither stopped nor reversed.

⁴Landis *op cit.*, pp. 36-40

11) Presumably marriage courses are "aimed" at attitudes and behavior as well as facts and principles. But how are we to measure changes in attitudes? More difficult still, how are we to measure behavior, especially when some of that behavior will be manifested only after the wedding? In teaching, how does an instructor deal with the development of attitudes? And what attitudes should marriage education seek to develop? As noted in the preceding chapters, the answers to these questions are anything but easy when one considers cultural, historical, class, individual, and a host of other bases for the formation of attitudes.

12) To what degree should marriage courses emphasize values and what values? This problem, of course, overlaps with the one immediately above. But in recent years it has been mentioned over and again as a separate problem whenever teachers of marriage courses gather in workshop or conference. Should instructors take a stand on such things as premarital sexual intercourse and attempt to influence students' attitudes? Or should each instructor present facts and arguments on both sides of such questions and then present his personal point of view? Or should instructors merely present facts and arguments on both sides with complete objectivity, leaving students to make their own judgments? How can an instructor discuss practices, points of view, and standards of behavior which trouble some of his students in a way that will help those students reach decisions and make judgments on a more intelligent and mature basis and yet not let his own biases betray him into unintentional condonation or condemnation? How can he, even in his most objective moments, present materials the contemplation of which he knows will increase the concern of some of his students? There is far from universal agreement on the answers to these questions. At present they constitute one of the "hot spots" in marriage education.

13) There is need for more and better research. Up to this point research in the area of marriage and family living has not been very extensive and some that has been done is open to criticism. But teaching in a subject matter area is one of the most effective means known for pointing up that area's weak and arid spots as well as the instructor's own shortcomings and limitations. Therefore, we may expect a two-way relationship between teaching and research. On the one hand, research will contribute more

Part III

maturity in the selection of a vocation

Henry Borow Editor of Part III

VOCATIONAL PLANNING AND ADJUSTMENT COURSES AT CONTRA COSTA COLLEGE

*George J. Faul**

The California public junior college is truly a community college with multiple goals. This type of institution, by state law, must admit all students who are either high school graduates or are eighteen years of age or older and can profit by the instruction offered. Coupled with the fact that the public junior colleges are part of the free public education system of California, this provision affords any qualified person the opportunity to obtain two years of collegiate work tuition free.

These circumstances produce great heterogeneity among the students in terms of background of academic preparation, aptitudes, age, and vocational and educational goals.

To illustrate, consider certain characteristics of Contra Costa College. In the fall semester 1955, the student body of this institution showed the following characteristics:

1. Of the 1,456 students, 64 per cent were men and 36 per cent were women.
2. Forty-four per cent were 19 years of age and under, and 56 per cent were 20 years of age or more.
3. Age ranged from 16 to 57 years and the average was 22.6 years.

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institution close to home with the goal of transferring to a four-year college at the end of one or two years. High school graduates with university or college matriculation deficiencies enroll to remove these. Other recent high school graduates of considerable academic ability attend because they want the opportunity to participate in co-curricular activities. Unskilled and semi-skilled workers, unable to find satisfying employment, come to the college for specific occupational training. Workers on rotating shifts in local industries enroll in an attempt to raise their employment potential through education. Certain adults are preparing for new occupations because of health limitations or technological changes. Many of the physically handicapped find an opportunity to achieve vocational self-sufficiency. These are typical examples of students in a public junior college.

The Program at Contra Costa College

Contra Costa College, located in San Pablo, California, is one of the newest in the state, having first opened its doors in February 1950. In meeting its obligations as a community college, it has developed a wide and varied curriculum as well as a comprehensive student personnel program.

The attitude of the professional staff of the college in assisting each student to work towards his fullest potentialities is exemplified in the following statement of general philosophy and objectives developed and adopted by the faculty:¹

"We believe that the school is one of the community's major agencies for assisting each person to learn to

1. Plan and direct his own life in a way that will be satisfying to him without interfering with the rights of others;
2. Acquire attitudes and values which enable him to make sound decisions and judgments;
3. Live satisfactorily with his friends, family, and fellow workers and accept with understanding the responsibilities of being a member of a larger group;

¹Adopted by the Contra Costa College faculty on November 19, 1953.

4. Thirteen per cent had not graduated from high school, whereas 17 per cent had had collegiate training prior to entering the school.
5. Thirty per cent of the total student body were veterans.
6. Twenty-seven per cent of the students were married.
7. Fifty-three per cent were planning to transfer to a four-year college after junior college, and 47 per cent were either not planning to transfer or were undecided as to their future.
8. Thirty-nine per cent had not been in school for three or more years prior to enrolling at Contra Costa College.
9. Scores on the American Council on Education Psychological Examination (1950 edition) ranged from the first to the ninety-ninth percentile rank equivalent on four-year college and university norms.

While these statistics refer to one year only, the characteristics cited above have not varied materially over a four-year period. Other California public junior colleges indicate that the characteristics of their students are frequently similar to these and always are as heterogeneous

Students attend a junior college for many different reasons. Their vocational aspirations range from "undecided" to future entry into a profession. Many are seeking to "discover themselves" and find life goals that will be meaningful. Some want to prepare themselves for entering into an apprenticeship by taking pre-employment training in such courses as electricity, auto body and auto mechanics, welding, carpentry, and radio and television repair. Many are planning to take one or two years of collegiate work in preparation for a satisfying vocational, home and/or community life. Some are parents whose formal education was interrupted by marriage and family responsibilities and who now have the interest and time to resume their training. Others are middle-aged persons looking for new interests to fill the void in their lives which occur when their children grow up and leave home. Many attend in order to take lower division work in an

student population plus the varying periods that the students attend the school required a multiplicity of approaches to meet such objectives. The size of the student personnel staff and the limitations of time precluded intensive personal counseling to the degree desired. The student personnel staff concluded that certain group experiences dealing with vocational planning and adjustment could be utilized profitably if kept closely coordinated with individual counseling. Group work of this type was never considered to be a substitute for individual counseling, but rather a *supplement to individual counseling*.

The responsibility for leadership in the development of the vocational planning and adjustment phase of the college program rests primarily with the student personnel staff, but each faculty member has a responsibility to assist in achieving this objective through his classes and in his individual contacts with students.

"Psychology for Effective Living," a three-unit course was required of all entering students initially. It was soon found that this course which embodied a unit on vocational planning presented serious instructional difficulties. The wide range of ages and experiences among the students made the course extremely difficult to conduct in a meaningful and useful fashion. This resulted in the establishment of a second course, "Aspects of Applied Psychology," which was limited to adults and structured around their interests in psychology. Although vocational planning is considered in both of these courses, the major emphasis is upon group dynamics, human relations and mental health as they relate to personal and vocational adjustment. Either course satisfies the graduation requirement in psychology.

Evaluation of these two courses by the student personnel staff led to the recommendation that a third course be offered to provide an intensive experience in self-appraisal and vocational planning. It was felt that some of the goals and values to be derived from the other two courses would suffer if the proper amount of time was to be spent on problems of vocational adjustment. "Vocational Planning," a two-unit course, was thus established to supplement the other two courses by providing an intensive group experience in vocational planning and adjustment that could be integrated with individual counseling. Through this approach the

4. Make satisfying use of leisure time;
5. Maintain the best possible physical and emotional health;
6. Do work which pays adequately and provides personal satisfaction.

"Inasmuch as these are desirable objectives for all individuals rather than for a select few, as a public junior college we accept the implication of our school enrollment policy, which is that anyone who is eighteen or over or a high school graduate and who feels that he is not equipped to deal satisfactorily with his world as he finds it, is entitled to ask the school for help. Since, in accordance with this policy, we are trying to help people who vary widely in ability, previous education, and occupational and educational goals, we have a further responsibility for estimating, at least approximately, each student's capacity for progress and helping him establish an educational program which is appropriate for him."

The objectives established gave strong endorsement to the importance of vocational planning and adjustment. They included, in addition to eleven others which gave emphasis to the development of the student's values, home life, preparation for additional schooling or employment, and understanding of the world in which he lives,—the following three.

1. *Learn to get along better with people on the job, in the home, and in the community* by acquiring knowledge and having experiences which will help him understand and accept human behavior.
2. *Establish and/or evaluate his occupational and educational goals* by exploring his own interests and abilities as shown by standardized tests, by acquiring information about a variety of jobs and professions, by trying out different courses of study, and by talking over his plans with others.
3. *Set standards for his own school and work performance* by learning about requirements set by other educational institutions and by the business world.

This philosophy and these objectives indicate the belief of the staff in the importance of vocational planning and adjustment in providing a well-rounded education. The heterogeneity of the

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counselor of their choice. Centralized personnel records are utilized which contain all pertinent and available information on the student. The counseling relationship may start before the student enrolls in the course and may continue during his attendance at the college as he works toward clarification of his goals.

Four basic units of instruction comprise the course. In the first nine weeks, units on Self-Appraisal and Occupational Information are presented. The second nine weeks are devoted to units on Effective Job Seeking Techniques and Keeping the Job. The sections which follow are devoted to a description of the four basic units of instruction.

UNIT 1: SELF-APPRAISAL

A number of questions are dealt with in this unit designed to increase the student's self-understanding as a basis for sound vocational planning. These are:

1. How can tests and inventories assist the student?
2. What are the strengths and limitations of the tests?
3. How can the student relate appraisal information to himself, his educational goals, and his vocational aspirations?
4. What appraisal factors must be considered besides tests and inventories?
 - a. Personality
 - b. School records
 - c. Work history
 - d. Ambitions and aspirations
 - (1) of the student
 - (2) of the family
 - e. Avocational interests
 - (1) Hobbies
 - (2) Leisure-time activities
 - (3) Recreational reading
 - f. Service experience or draft status
 - g. Financial aspects of training
 - h. Health and physical limitations

staff felt that much of the foundational work preparatory to vocational counseling could be accomplished with great economy of time and that, further, a readiness for realistic vocational counseling would be created in many instances.

Three members of the student personnel staff whose previous experience, interest, and training made them particularly qualified to work in this field undertook the development of the course.

The course was designed particularly for the student who was unsure of his vocational goal. Although more than 35 per cent of the students at Contra Costa College fall within this category of vocational indecision, it was decided to offer only one section of the course until the instructors were satisfied that it was meeting the objectives established for it. While the course is an elective one, many of the students enrolling have been strongly encouraged to do so by counselors or teachers.

The course attempts to assist the student to achieve the following objectives:

1. To develop an awareness of his own aptitudes, interests, and personality traits as they affect his vocational plans.
2. To examine and evaluate possible vocational goals in the light of these traits.
3. To develop an understanding of the occupational structure, requirements for entry, and areas of employment as they relate to his own aptitudes, interests, and personality.
4. On the basis of this information, to arrive at decisions regarding the occupational area that he wishes to pursue.
5. To develop and increase his understanding of effective job-seeking techniques.

It is not the expectation that all of these objectives will be achieved within the class itself during the semester. Students are expected to work individually with their counselor who may not always be the class instructor. Students desiring counseling make their own appointments in the Student Personnel Office with the

UNIT 2: OCCUPATIONAL INFORMATION

This is perhaps the most difficult section of the course to teach, for it involves problems in conveying certain basic information to the students as well as in motivating them. In this unit, each student is required to submit each week for the first ten weeks a brief job study covering the nature of the work, where workers are employed and what the placement opportunities are, specific training and qualifications required, current and future occupational outlook in the field, working conditions, entry salary and possibilities of future advancement, and the student's impression and evaluation of the occupation.

Occupational trends are reviewed for the class to provide an understanding of developments so that the students may apply various criteria in attempting to assess trends in the future. The occupational picture is considered on the national and state levels as well as the regional and local levels. Extensive use is made by the instructor of the *Dictionary of Occupational Titles, Volume I and Part IV*,⁵ *Occupations and Careers*,⁶ *Occupational Outlook Handbook*,⁷ *Occupational Information: Its Nature and Use*,⁸ *Californians at Work*, "Jobs Found in Industries in the Richmond Area," *Occupations and Industries in the Pacific States*, the "Fact Book on Man Power," as well as local census and Department of Employment reports. To lend variety to the presentation of this phase of the course, the B'Nai B'Rith "Occupational Orientation Charts" are used. Frequently the opaque projector is also used to show recent charts, graphs and other pictorial materials.

Students are required to visit various occupational programs offered by the school, inspect the facilities, discuss with the instructor the work, training involved, qualifications for entering the class, and placement possibilities, and then report back to the class with their findings. In addition to this, guest speakers from local

⁵U. S. Department of Labor, United States Employment Service, *Dictionary of Occupational Titles*, Vol. I and Part IV. Washington: U. S. Government Printing Office, 1949.

⁶Greenleaf, W. J., *Occupations and Careers*. New York: McGraw-Hill Book Co. Inc., 1955.

⁷U. S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, Washington: U. S. Government Printing Office, 1957.

⁸Baer M. F., and E. C. Roebor, *Occupational Information*, Chicago: Science Research Associates 1958.

During this period, a battery of tests is administered to supplement the pre-admissions personnel tests.² These include the Strong Vocational Interest Blank, Kuder Preference Record, Otis Quick-Scoring Mental Ability Test, Bennett Mechanical Comprehension Test (Form BB), Minnesota Clerical Test, and the Numerical Ability and Abstract Reasoning subtests of the Differential Aptitude Test.

Group interpretations are made on all but the Otis test which is left to the counselor to avoid serious misinterpretation. The instructor first explains to the class the meaning and use of test norms, using visual aids to illustrate. Profile sheets are prepared for each student and these are then handed out and discussed together with the general use and meaning of the test. Each student later discusses the results with a counselor. During this same period, all students are required to read the SRA Life Adjustment Booklets³ entitled, *Choosing Your Career*, *Discovering Your Real Interests*, *You and Your Mental Abilities*, *Your Personality and Your Job*, and *Getting Job Experience*. In addition, the Kuder Book List⁴ is utilized to assist in directing students to outside reading that might prove stimulating.

Case studies showing the use of data in the process of self-appraisal are introduced to illustrate valid and invalid reasoning in vocational selection. The Minnesota Occupational Rating Scales are also discussed in this unit to relate such aptitudes as academic, mechanical, social, clerical, musical, and artistic aptitude to actual occupations.

²American Council on Education Psychological Examination (1950 edition). and Cooperative English Test Form Y, Effectiveness of Expression and Mechanics of Expression Numerical Ability subtest of the Differential Aptitude Test

³J. A. Humphreys *Choosing Your Career*, Chicago: Science Research Associates 1949.

G. F. Kuder *Discovering Your Real Interests*, Chicago: Science Research Associates 1949.

L. Bouthilet and K. M. Byrne, *You and Your Mental Abilities*, Chicago: Science Research Associates 1949.

P. W. Chapman *Your Personality and Your Job*, Chicago: Science Research Associates 1944.

T. E. Christensen *Getting Job Experience*, Chicago: Science Research Associates 1949.

⁴G. F. Kuder and L. E. Crawford, *Kuder Book List*, Chicago: Science Research Associates, 1951.

A number of different job application forms are used in class for discussion purposes. Items are analyzed and reasons for the comprehensiveness of the application forms are considered. All students are given the opportunity to fill out several different types of application blanks which are then evaluated for completeness, accuracy, and neatness.

Attention is also given to the letter of application and students are expected to prepare such letters for a hypothetical position. This leads to the consideration of the preparation of a personal file. This record, also submitted to the instructor for evaluation, contains the student's educational and employment history, record of co-curricular activities, and other personal information and references.

Since the interview plays such an important part in the job-seeking situation, considerable time and practice is given to it. Illustrations of good and bad interviews are presented to the class to introduce the topic. Following this, each student interviews another student in front of the class. Every class member is provided with a rating scale on which he evaluates his fellow students during the interviews. The interviews are tape recorded. Upon completion of each interview, it is played back and the student involved has the opportunity to analyze his performance. This is a particularly effective technique since the majority of the students are quick to recognize their shortcomings as soon as they hear the playback. They detect flaws in diction and grammar as well as other errors committed during the interview. For the first time, many hear themselves as others hear them.

The final step in this interview training requires each class member to have a private interview with the college placement counselor. Each student is given a rating on the basis of this interview and this is submitted to the class instructor for final evaluation.

Consideration of the effective use of school and community placement services in obtaining a job concludes the unit on Effective Job Seeking Techniques. School follow-up studies are often used to show how students received help through the school placement service.

business and industry come to the class and discuss job opportunities, employment requirements, and methods of entering the occupational field. The junior college placement counselor also brings first-hand information to the class on such matters as job qualifications, methods of entering employment, and local opportunities.

Students are instructed in the use of the Vocational Library and about the sources of occupational information which are available to them. This library contains more than two thousand pieces of selected occupational information covering careers and opportunities in the local, state and national labor markets. Required during this unit is the reading of *Our World of Work*,⁹ and *School Subjects and Jobs*¹⁰ The *Handbook of Job Facts*¹¹ and *Vocations in Fact and Fiction* are strongly recommended for supplementary reading, together with the special career publications that the student is examining on the occupations he is studying.

The unit is climaxed by the completion of a term project submitted by the student which summarizes and analyzes all of the information he has been able to collect about himself either through the class, through his reading, and/or through individual counseling.

UNIT 3: EFFECTIVE JOB SEEKING TECHNIQUES

Primary emphasis in this unit is upon increasing the student's awareness of the importance of properly presenting himself in order to obtain a position. Opportunities are made available to the student by which he gains some practical experience with the proper procedures in applying for a job.

The first consideration is to determine what employers are looking for and how the applicant may best present himself. Current information on this subject is used which is obtained primarily from personnel managers in local industries. In addition, several employers from the community come to the class to present their practices and experiences in employing personnel.

⁹Wolfbein Seymour L. and Harold Goldstein, *Our World of Work*, Chicago: Science Research Associates, 1951.

¹⁰Schloerb, Lester J., *School Subjects and Jobs*, Chicago: Science Research Associates, 1950.

¹¹Science Research Staff Editors, *Handbook of Job Facts*, Chicago: Science Research Associates, 1959.

These evaluations have resulted in the following proposed modifications of the course:

1. The administration of a major portion of the testing outside of class in organized group sessions. This will permit more time for group interpretation within the class, preparatory to individual counseling.
2. The introduction of the Differential Aptitude Test Battery in order to obtain a more complete appraisal and to relate this to established educational norms. This battery appears to have a greater utility for assessing the student population enrolling in the course.
3. An increase in the number of field trips and outside speakers. The field trips will be conducted outside of class time.

The success or failure of a course such as "Vocational Planning" seems to be closely related to the amount of teamwork and coordination between the counselor teaching the course and other members of the staff and the community. The services of the junior college placement office must be brought into focus. The cooperation of the instructors in the occupational fields must be continued. Many different faculty members and members of the community are in this way properly utilized to the benefit of the class.

Related Courses

Four other courses give varying degrees of emphasis to the subject of vocational planning and adjustment at Contra Costa College and should be briefly considered for their contribution to this area of educational concern. They are:

1. "Psychology for Effective Living"
2. "Aspects of Applied Psychology"
3. "The Engineer and Architect and His Profession"
4. "Introduction to Education"

"Psychology for Effective Living" and "Aspects of Applied Psychology," were briefly noted earlier in the chapter. The questions of vocational selection and adjustment are examined but

UNIT 4: KEEPING THE JOB

Factors affecting job success or failure form the keynote of this section of "Vocational Planning." Consideration is given to topics such as the worker's dependability, promptness, and the ability to accept and follow directions. Attention is directed toward the area of human relations and its bearing upon job success. Relationships with fellow employees and supervisors are examined, together with the evidence on reasons for job turnover. While this is considered to be a highly important phase of vocational adjustment, it is extensively dealt with as a topic in the previously mentioned courses, "Psychology for Effective Living" and "Aspects of Applied Psychology," which every student is encouraged to take prior to graduation. Consequently, the major emphasis in "Vocational Planning" is on a general overview of the subject to develop an awareness of the importance of human relations.

Assessment of the "Vocational Planning" Course

The only form of course evaluation that has been attempted to date has been through the use of student questionnaires at the end of each semester. These unsigned evaluations have indicated that the class members have been quite enthusiastic about the course and have felt that they have received a great deal from it, particularly in gaining a better understanding of themselves.

Two criticisms of the course by the students have involved the testing and the interviews. Student reaction has indicated that too much class time has been taken with testing at the beginning of the semester. Although they felt the interviews were extremely valuable and necessary, they reported that too much class time was used to get around to every person.

Teacher and administrative evaluation of the course has led to the conclusion that a more positive program needs to be conducted to acquaint more students with the benefits of such a course. Further, it is felt that a readjustment in the time allotments for the various units should be made. This primarily concerns the extension of time for the units on Self-Appraisal and Occupational Information and a corresponding reduction in time for the two later units.

closely with the counseling staff in gaining a better understanding of themselves.

Summary

This multiple course approach to vocational planning and adjustment recognizes the vast differences that exist in the junior college student body with respect to age, ability, academic major and vocational goals. Through this approach, individual counseling is supplemented by provision for

1. Intensive self-appraisal and investigation of occupational opportunities for those who are undecided.
2. Intensive self-appraisal and investigation of requirements within an already chosen field such as education, engineering, or architecture.
3. A review of sound procedures for gaining employment and getting along on the job for those students who are ready to enter the labor market.
4. Student development of increased understanding of human relations and group dynamics in order that he may gain greater fulfillment of his life in relation to others.

The strong emphasis placed on self-understanding and the establishment of satisfactory vocational objectives at Contra Costa College reflects the philosophy of the junior college. The complexity of educating a rapidly expanding population which is seeking realistic, satisfying goals in this highly complex world requires that major attention be given to the assessment of aptitudes and interests and to the task of relating these to personal goals. Furthermore, the implications for general education cannot be ignored. When one considered that the average person spends approximately 88,000 working hours during his life, the selection of a satisfying and appropriate vocation assumes added significance. Vocational satisfaction frequently bears an important and contributing relationship to a person's physical and mental health, his family relations, and his sense of values.

not with the same intensity as in "Vocational Planning." More time and emphasis are placed upon human needs for self-expression and satisfaction. These two courses also acquaint the entering student with the role of the counselor in the junior college, the student personnel services available to him, and the procedures by which he may utilize these resources.

"The Engineer and Architect and His Profession" is a required one-unit course for all students planning to enter any phase of the engineering or architectural fields. It meets once a week and is conducted by the engineering staff. Exploration of job opportunities and employment requirements, as well as training requirements in engineering and architecture, is carried out. Specific aptitude and interest testing, structured for engineering and related occupations, is conducted in class by the student personnel staff. Students then arrange appointments with counselors for test interpretations and personal assessment. A number of field trips are made to local industries employing engineering and technical personnel. Outside speakers from industry meet with the class and bring first-hand accounts of what the industrial world wants from junior college and college graduates. The college placement counselor also is invited to meet with the class to discuss job opportunities and requirements.

All students interested in entering the field of education are strongly encouraged to take "Introduction to Education." This two-unit course stresses opportunities, qualifications, requirements, training, and working conditions within the teaching profession. Group testing is conducted and is followed by individual interpretation by the counselors. All students are required to have two interviews with people in the teaching profession as well as to make four observations covering all levels of the schools. Outside speakers are frequently used to explain various aspects of educational work. These include the person in charge of personnel for the local school system who discusses the requirements for employment and retention within the district. All students are required to make a comprehensive personal and occupational analysis of themselves and of the teaching field. In the preparation of this assignment, which is a term paper, students work

VOCATIONAL PLANNING FOR FRESHMEN AT TEXAS A. & M. COLLEGE

*S. Auston Kerley**

Introduction

The Basic Division of the Agricultural and Mechanical College of Texas began operations on September 1, 1950. Thereby, this college became one of the first institutions of higher learning in the state of Texas to establish an academic division charged with meeting the special needs of first-year students by combining academic supervision with counseling and remedial services. Each Basic Division student takes the courses prescribed by the degree-granting school representing his major. His academic courses are taught by faculty members who are responsible to their department heads. His group guidance courses are taught by the staff members of the Basic Division.

All high school graduates entering the college, all transfer students not eligible for admission to a degree-granting school of the college, and all second-year students who for various reasons do not meet the criteria of admission to a degree-granting school are enrolled in the Basic Division.

The aims of the Basic Division as set out in the college catalogue are:

1. To give the first-year college student sufficient supervision to aid him in the transition from high

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Group instructional experiences alone cannot be considered the panacea for solving the dilemma of vocational planning and adjustment in a junior college. When coordinated with individual counseling, however, these experiences can serve as a valuable aid in assisting the maximum number of students toward greater self-understanding and self-direction.

Hill Country, fireproof permanent-type cabins, a permanent classroom building, mess hall, and modern lavatory facilities have been constructed. The camp has its own water system and is completely electrified.

The A. & M. Adjunct was opened in the summer of 1951. All activities of the camp are administered by the Dean of the Basic Division. The program has three major objectives: (1) to give students a preview of college study; (2) to remedy weaknesses in academic preparation; and (3) to help students determine their suitability for advanced education and training. Two sessions are held each summer concurrently with summer terms on the main campus. Here, the student finds an ideal environment to test his ability for college work or to take remedial courses if the tests so indicate. Professional counselors are available for assistance on matters of vocational planning and choice.

The student may complete seven credit hours of college work, including Basic 101, in a six-week term. This includes a mathematics course, an English course, either regular or remedial, Physical Education, and either College Orientation or Remedial Reading. Placement tests are given the first day of camp and the results are used as a basis for placement in English, mathematics, and reading. However, such placement is not mandatory. The camp enrollment is limited to about 125 freshmen and classes are rarely over twenty students. The students are not required to attend A. & M. College in the fall.

The Adjunct is a "blue-jean" camp with ample opportunities for swimming, canoeing, and other sports and recreation. Study hours are each evening from seven until ten o'clock except Saturday. The majority of the teaching staff live on the campsite and some of the faculty members are available each evening for personal help with the students. The entire cost of six weeks is estimated at about \$175.00 for the student.

Description of the Course

The course in College Orientation is designed to assist the student in (1) the process of making adequate personal and social adjustment to college life; (2) the recognition and development of his aptitudes, interests, and abilities, and the selection of attainable life goals; and (3) acquaintance with the scope of curricula

school to college study and to help him adjust to college life.

2. To afford every student assigned to the Basic Division the benefits of a planned program of educational and vocational guidance so that he may make an intelligent choice of a course of study and related school activities.
3. To furnish the student who has not decided upon a course of study an opportunity to gain some insight into the educational requirements of the various curricula.
4. To furnish the necessary aid to the student who is in need of assistance in the development of general study skills or in specific subject areas.
5. To supply the various schools of the college with a selected group of students qualified to pursue the training necessary for professional competency and mature citizenship.

The personnel of the Basic Division consists of a dean and eight staff members. All are professionally trained in guidance and counseling. Included on the staff are a psychometrist and a reading clinician.

The following group guidance courses are offered by the Basic Division. Each course carries one credit hour and is taught by a member of the Basic Division staff. Classes meet two one-hour periods per week. Courses are considered laboratory in nature and no final examinations are given.

College Orientation
Remedial Reading
College Study
Individual Adjustment
The World of Work

THE COURSE IN COLLEGE ORIENTATION

Introduction

Any student applying for admission and indicating General Curriculum, meaning that he is undecided on a major, is mailed a brochure on the summer program of the Basic Division at the A. & M. Adjunct, Junction, Texas. On this beautiful campsite of 411 acres on the South Llano River in the heart of the Texas

at recreation and meals and during the study hours. The student lives in an atmosphere of sympathetic understanding of his vocational indecision. He is not pressured by family or outside influences. His decision should be a sound one.

General Curriculum applicants who do not attend the A. & M. Adjunct enroll in September in General Curriculum and take the course in Basic 105—World of Work.

THE COURSE IN WORLD OF WORK

Organization and Objectives of the Course

The vocational planning course titled World of Work grew out of the second and third objectives established by the College. Prior to the organization of the Basic Division, each applicant for admission to the A. & M. College of Texas was required to indicate the school of the college in which he desired to study. No organized provision was made for the undecided student. Many difficulties arose in transferring from one school to another within the College. Transferring students often experienced a loss of credit hours. There was no central organization to provide assistance with students' vocational and educational problems.

To meet this need of the undecided student, the Basic Division had to devise some method of working with the individual on his vocational decision and of helping him select courses in the General Curriculum that would satisfy requirements in as many curricula as possible. To provide each student with individual help, the World of Work course was organized. This course carries one college credit hour and is required of all students in the General Curriculum. It provides the counselor with a medium through which to work with the students both as a group and as individuals. Students gain much support from being with other students who are also vocationally undecided and they profit from the sharing of mutual experiences with them.

Student Composition of the Course

The General Curriculum is open to any entering freshman student who is not ready to select a professional curriculum. The World of Work course is required of all these students during their first semester. However, other students who evidence a lack of satisfaction in their chosen course of study may take it in addi-

and vocational opportunities in the fields of specialization offered by the College. This course, taught by a staff member of the Basic Division who is professionally trained in guidance work, is offered at the A. & M. Adjunct in the summer and on the campus during the regular year. The course carries one hour of college credit which may be used for graduation. It is considered a laboratory course and meets two one-hour periods per week during the regular year and for a comparable period in the summer.

Course Organization

The orientation course is divided into three phases. Phase one is devoted to a thorough study of college and its requirements; phase two offers the opportunity for vocational exploration; phase three makes an effort through the group situation to help the student in his individual adjustment. As this chapter is primarily concerned with vocational planning, the first and third phases will be described only briefly.

In phase one, students are invited to pose questions about college which serve as a point of departure for class work. The counselor furnishes information on the college community including its history, objectives, and organization. This phase also covers study skills including such topics as budgeting time, taking tests, outlining and preparing assignments. In phase three, the class studies individual behavior and skills in interpersonal relations.

In phase two, vocational planning is approached through class work and through individual conferences scheduled at least once per week with the counselor who teaches the course. High school background, placement test results, other psychological tests selected by the counselor and the student, and work experiences are thoroughly discussed. In class, the emphasis is upon steps in choosing a career, and the taking of the Kuder Preference Record. This interest inventory is scored in class and the results interpreted. In a later conference with the counselor, the student's interests are related to vocational fields. Material from the vocational reading room in the Basic Division is available and the student is allowed ample time for vocational reading. He is required to write a report on his occupational choice.

In this camp setting a friendly, warm atmosphere prevails. The counselor is available at all times. He observes the student

VOCATIONAL COURSES AT TEXAS A. & M. COLLEGE

at recreation and meals and during the study hours. The student lives in an atmosphere of sympathetic understanding of his vocational indecision. He is not pressured by family or outside influences. His decision should be a sound one.

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tion to their regular curriculum. In some instances second-semester students who desire to continue in a course of study for which they appear to lack the necessary aptitude and interest must take the World of Work course as a partial requirement for admission to that semester's work. Some sophomores take the course but it is predominantly a freshman course.

Classes vary in size from fifteen to thirty students. The average class size is about twenty to twenty five students. Approximately ten per cent of entering students at the College are enrolled in the General Curriculum.

Faculty of the World of Work Course

The World of Work is taught by regular staff members of the Basic Division who are especially interested in the needs of freshman students. They are professionally trained in guidance work and are brought to the Basic Division for this purpose. Their professional backgrounds include experience in industry, high school counseling, business and engineering as well as training in the field of counseling and guidance. They teach other group guidance courses in addition to the World of Work and divide their time between the teaching of courses and counseling with freshman students. Some of the staff also teach a course in the Department of Education and Psychology.

Organization and Objectives of the Course

The World of Work is designed to familiarize the student who has not decided upon a vocational goal with the demands required skills and rewards of various occupational fields. Most of the major occupational areas are studied. Each student studies his aptitudes and interests and relates them to various vocational requirements. The class which is considered a laboratory course meets two one hour periods per week. The Director of Group Work and Counseling, serving under the Dean of the Basic Division, teaches at least one section of the course and coordinates the work of the staff who teach the remaining four sections.

As a rule the course follows this general outline:

First Week — Orientation to the course and its place in the curriculum. Adjustments are made for any student who desires to substitute courses.

- Second Week — A brief study of the college community.
- Third Week — A brief approach to study skills, time budgets, and note taking.
- Fourth Week — Choosing a Vocation—An effort is made to help the student understand the mechanics and procedures of vocational selection. Emphasis is placed upon mental, physical, and social requirements of the job, training required, employment trend in the field, geographical location of job opportunities, and the day-by-day routine of the job.
- Fifth Week — Administration of the Kuder Preference Record in class.
- Sixth Week — Preparation of profiles on the Kuder Preference Record and group discussion of the interpretation of the Kuder results. Familiarization with the Vocational Reading Room in the Basic Division and with its use.
- Seventh,
Eighth, and
Ninth Weeks — Classes dismissed so that students may use the Vocational Reading Room. Students read at any convenient time but must read a minimum of six hours either in the Basic Division Vocational Reading Room or in the College library. He must also file four reports representing vocations which he is seriously considering.
- Tenth Week — Planning for departmental visits. Before the students make these visits, group discussions are used to bring out important points to remember, pertinent questions to raise, and the mechanics of the visits. By this time the student has discovered much information regarding certain fields in which he is interested. These visits are used to bring about the meeting of the student and a professor charged with training students in that field. to permit the student to

obtain answers to his questions and to observe the facilities of the department. The department head usually conducts a tour of the department and gives a brief summary of the work and opportunities in his field. A question and answer period follows and students may return later for further conferences.

Eleventh,
Twelfth, and
Thirteenth
Weeks

— Departmental visits and follow-up class discussions of these visits.

Fourteenth
and
Fifteenth
Weeks

— Oral class reports by students of their occupational plans and decisions.

Sixteenth
Week

— Assisting students with course planning for the subsequent semester. If possible, time is given to skills in preparing for final examinations.

Methods of Teaching

During the first three weeks of the course, emphasis is placed upon problems related to adjustment in college since the student is faced with many problems at the outset of his college work. Vocational indecision is only one of them. Our evaluation shows that the student is much more concerned during his first weeks of school with problems related to study, the college community, and living with others than he is with making a vocational decision. The class discusses the College and its organization, relations with teachers and other students, the technique of making a time budget (which is evaluated by the instructor), and the importance of out-of-class assignments in college.

The purposes of the course must be explained for many students have never experienced group guidance work. Too often, the student expects a series of tests which will tell him what he should major in. He must come to understand that upon him rests the final responsibility for his vocational choice.

The class work is next devoted to helping the student obtain as much understanding of himself as time allows. This is done in two ways: class discussion built around an understanding of interests, aptitudes, academic ability, personality, how we grow and develop; and a conference between the student and his instructor. In the counseling setting, high school background, interests, and scores on placement tests are discussed. The placement tests include the American Council on Education Psychological Examination (1949 edition), Cooperative Algebra Test (Form Z), Cooperative English Test (Test A), Mechanics of Expression (Form T), Snader General Mathematics Test, Diagnostic Reading Test—Survey Section, and Cooperative Chemistry Test (Form T). The scores from these tests are placed on a profile sheet divided into upper third, middle third, and lower third in performance.

Our experience has been that a student appreciates and accepts how he stands in comparison with other students. The role that testing plays is carefully explained to the student, the instructor or counselor emphasizing that many factors such as family background and parental influences, financial ability, determination on the part of the student, and the aspirational level of the student must also be reckoned with in making a vocational choice. Some students return for more counseling until they understand to their own satisfaction their background and possibilities for work at college.

The measurement of vocational interest is handled in the classroom. The Kuder Preference Record is scored in class, profiles are prepared, and a group interpretation is given by the instructor. In discussion, the students use the Kuder Preference Record Manual to relate the high interest areas on their profile to vocations representing these areas. Later, the counselor helps the student choose tentative fields that he desires to explore.

This activity leads to the use of the occupational information and college catalogues found in the vocational reading room. This room is under the supervision of the Director of Counseling who is assisted by a clerical worker charged with keeping the material properly filed and with ordering new materials. Classes in World of Work are dismissed for three weeks, and during this period all Basic Division students must spend a minimum of six hours in the vocational reading room for the purpose of reading and

writing their four reports. The student may write on four related fields or on four phases of one occupational field. A standard form which calls for pertinent information about the field insures uniformity and makes the reading of the reports easier for the instructor.

Students are urged to have conferences with their course instructor during this period. Some students find through reading that the field in which they were interested is not a suitable choice and they need the help of the instructor to discover new choices to explore. It is in this phase of the course work that the low ability student needs the most attention. When he relates his abilities and interests to the requirements of the job through his reading he often becomes discouraged. Here the skill of the counselor is needed in helping him find a proper educational goal which may possibly be the choice of a junior college or trade school.

After the period devoted to vocational reading class meetings are resumed and immediate plans are made for visits to college departments. Each student lists three departments that he would like to visit. Arrangements for the visits are made with the head of each department concerned who is given a list of the students to expect. Usually the department head desires to meet with the group himself. Typically the head of the department describes his field and then answers questions. Students may return for additional information on an individual basis.

The success of the departmental visits sponsored by the World or Work course has led the Academic Council of the College to set aside for freshman students as Open House night the first Tuesday evening in December. That night every department on the campus is open from 7 30 p m to 9 00 p m. Programs are planned by the faculty and student organization of each department to give information regarding the requirements and opportunities in the field. This is followed by a tour of the facilities opportunity to meet and talk with the faculty, and refreshments. The activity has proved very successful both from the standpoint of the student and the faculty.

After the students in the World of Work course have completed their departmental visits each gives a brief report in class on his vocational choice. Subsequent meetings in the course are

used for planning courses to be taken the next semester. The last week is used in discussion of ways to prepare for final examinations.

Since the World of Work course carries one hour of college credit, a letter grade must be given. The instructor takes into consideration class participation, quality of written reports, hours spent in the vocational reading room, appropriateness of the vocational decision, oral report, and general attitude. It is unusual for a student to fail the course.

Course Evaluation

An evaluation sheet is filled out and returned by every student in the World of Work course. A large percentage of students feel that the course does provide them with the information, facilities, and opportunity to make a vocational decision. However, there is serious need of a follow-up study to measure how well their vocational decisions have stood up a year or two after the course is completed.

The students have indicated that they feel the use of the vocational reading room contributes to the vocational decision. Most feel that it contributes "quite a bit" or "a great deal." There is wide disagreement on how many hours of reading should be required. It is difficult to determine a suitable average. Our feeling is that a minimum number of reading hours should be required and additional use of the vocational reading room encouraged.

A real problem exists in the vocational material itself. Freshman students feel that any information over two or three years old is out of date and not pertinent. Pointing out that basic job qualifications do not change radically does not seem to help. However, the reflection on the part of the students that some of the material is inadequate appears to be a valid one. This problem is further emphasized in that we are a technical college. The student is disappointed if material is not readily available in Soil Science or Wildlife Management, for example. Also, he expects to find clear-cut differences between Dairy Production and Dairy Manufacturing. Plans are being made to ask each department on the campus to draw up a vocational brochure in its particular field. These brochures could be separately published or combined in book form.

The assessment of the students of visits to the departments varies from "a great deal of help" to "some help." A few students indicate that the visits did not help.

Students vary in their reaction to tests. About half of the students indicate a desire for more tests. Additional testing should result from cooperative planning on the part of the student and the instructor and should be done outside of class.

The evaluation results indicate that the students do not desire a textbook. In 1954 we invited publishers to send us for examination texts that appeared to be usable in this course. From those submitted we were not able to settle on one and have continued the course without a text.

Much study needs to be given to the type of student indicating vocational indecision. We hope to make a detailed study of such students in the immediate future. One of the most important and critical decisions made by any person is his vocational choice. It affects him, his family, and his community. The quality of this decision can influence his contribution as a citizen in a democracy. The college is as responsible for helping a student in his vocational decision as it is for his health, recreation, or academic training. In the Basic Division we feel that we owe the student who obviously is not of high college caliber the same time and consideration as the student who is definitely suited for college. A realistic vocational decision should be the aim of the student in the Basic Division. The World of Work course has been found helpful for this purpose.

REFERENCES

1. John R. Bertrand and A. J. Kingston, Jr., "The Basic Division of the Agriculture and Mechanical College Texas 1950-1954," College Station, Texas: Basic Division Agricultural and Mechanical College of Texas, 1954.
2. Catalogue No. 77, *Bulletin of the Agricultural and Mechanical College of Texas*, Sixth Series, Vol. 5, No. 2, April 1, 1958.

COURSES IN VOCATIONAL ADJUSTMENT AT FAIRLEIGH DICKINSON UNIVERSITY

Ray A. Miller*

Fairleigh Dickinson University offers five courses that fall under the heading of "Vocational Orientation." Students who enroll in the General Studies Division are especially urged to take one or more courses to help orient their thinking as to the use they wish to make of their liberal arts studies. The following table gives pertinent information about these courses.

Course Title	Semester Credit	When Offered	To Whom Offered
1. Freshman Orientation	1	Each Semester	Freshmen
2. Study of Industry	1	Each Semester	All students
3. Career Planning	1	Each Semester	Freshmen
4. Job Finding Techniques	1	Each Semester	All students

These courses are not necessarily a part of an organized sequence; they fill different needs for different students. Yet, it is possible for a student to plan and organize his courses so that he might fit any of these courses into a definite plan leading to job placement after graduation or to the completion of his major area of study.

Freshman Orientation

The course in "Freshman Orientation" is offered through the General Studies Division, all others through the Division of

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Business Administration. "Freshman Orientation" offers a basis for further study in psychology in that a student becomes acquainted with various psychological terms, concepts, and problems of personal adjustment. Some students are motivated by these discussions to the extent that they give serious thought to the study of psychology as their undergraduate major. The other four courses listed are terminal in nature.

Careful planning and organizing have minimized duplication in these courses. The information gained in the career planning course on "How to Find a Job," for example, would not render the course in "Job Finding Techniques" useless to the student who wished to take it.

The course in "Freshman Orientation" is taught by regular faculty who are trained largely in psychology and guidance, although a combination of sociology and psychology is also a good one for handling the objectives of the course as it is now being offered. Those teaching the other vocational orientation courses are regular members of the business department who have had further specialization in the area of guidance. In addition, we desire that all instructors who teach any of the vocational orientation courses have had some practical experience in counseling, job analysis, vocational and educational guidance, and testing.

"Freshman Orientation" is required of all students who enter the University for the first time except for transfer students who have had a similar course elsewhere. Such transfers, however, are encouraged to take the first part of the course which is more valuable in terms of adjustment to college and to career goals than is the last part. Emphasis is placed on personal adjustment and mental hygiene. Topics covered in the course, not necessarily in this order, include orientation to college life and affairs, use of the library, how to study, the individual's study of his curriculum and why he chose it, why go to college, getting the most out of college, introduction to the world of work, the study of an occupation, the development of personality, self-appraisal by means of psychological tests and their interpretation, adjustment factors in employment, building sound relationships between the sexes, and factors in good mental health. About five weeks of the semester are devoted to topics primarily concerned with analyzing the personal strengths, weaknesses, likes, dislikes, and aspirations

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and ambitions of the student. The student is told how the Guidance Center of the University can help him to reach sound conclusions on matters of personal interest, and he learns the procedures for making application for an appointment. The second semester of the "Freshman Orientation" course is devoted to personal adjustment from the standpoint of the whole person. Mental health principles form a core for class discussions.

Methods of teaching include lecture, panel discussion, question and answer, and the conference. Resource personnel are utilized to highlight certain aspects of the material discussed. Films and other visual aids are important tools in teaching.

Study of Industry

The assumption behind the "Study of Industry" course is that the direct application of learning in practical situations, and the opportunity to see men and women who are actually engaged in carrying on occupational processes day after day, will tend to encourage students to think more realistically about their own career choices. The opportunity to hear, smell, feel, and live the working conditions of a particular occupation is of obvious value. The student who aspires to a career in chemistry may be disillusioned when he discovers the odors that may permeate a particular chemical industry.

This course is open to all students and carries one credit a semester. Approximately ten industries are visited each semester with no duplication over a period of one year, so that a student who takes the course for one academic year visits twenty different industries. There are term reports on the industries covered and mid-term and final examinations for each semester.

Class size is ordinarily limited to twenty-five because of the difficulty in organizing tours for larger groups. The problems of confusion and the possible loss in production in the industrial plants visited are also factors that tend to limit the size of the tour group.

There are some disadvantages to consider in this type of course. The time spent in traveling to and from the place of visitation is considerable. There is always the danger of injury through accidents not only en route but after the group is in the

plant or establishment. Because of this latter feature, many plant managers discourage visits to their places of business.

The procedure followed for the course in "Study of Industry" involves the choice of industries to be visited, the writing of letters by the student committees for permission to visit various industries, and one trip a week throughout the term to the plants selected. At the plant a briefing session is held with the plant manager or his representative. During the session the students are encouraged to see the total operation rather than just one aspect that may have an especial appeal to them. Guides then take them to various departments and shops, pausing before each phase of the tour to point out matters of special interest and to answer questions. When the tour has been completed the students reassemble for further questions and answers.

The written reports required after each visit cover such topics as nature of the work, just what the various workers did, conditions under which the work was carried on, general atmosphere and tone of the business, numbers and quality of workers engaged in the various processes carried on in the industry, and general impressions concerning worker attitude and morale. The discussion that takes place after a tour deals with advantages, disadvantages, salary scale, entry positions, and opportunities for advancement. We found it very desirable to show a film on an industry similar to the one visited. This film is usually shown before the visit.

Career Planning

The course in "Career Planning"¹ aims to lead the student to an occupational choice that is pleasing and worthwhile to him. It attempts to do this by developing the students understanding of America's occupations and the part each person has to play in arriving at a suitable career choice.

The instructors encourage students to read and discuss the available literature on occupations and to become familiar with those factors generally considered paramount to success in these fields. The course emphasizes that peoples' likes differ and that true satisfaction in employment comes only when a person is work-

¹Dr. Eileen Costello, Assistant Professor in the School of Business Administration, developed the outline for the course.

ing in an area which affords him some measure of pleasure and utilizes his personal abilities and resources to a major extent.

The first subject discussed is "Introduction to Occupations" in which four currents of thought are analyzed: the occupational information phase, the psychometric phase, the counseling phase, and factors influencing occupational choice.

The second unit of work is titled "Occupational Choices." Emphasis is placed on *Occupational Choice*² by Ginzberg and his associates and a discussion of "self-concept" as dealt with in *Individual Behavior* by Snygg and Combs.³

The third unit concerns the "Role of Tests and Testing in Occupational Selection." Intelligence, aptitude, performance, and personality tests are discussed, and testing terminology is clarified. The next unit deals with questionable practices in occupational guidance, touching on numerology, graphology, and "come-hither" advertising.

"Occupations in American Life" constitutes another unit of work. The topics dealt with are supply and demand for workers, vocational aspiration and vocational choice, preparation and training, an overall view of the world of work, including job families and trends, new developments in products and in factors related to the distribution and consumption of these products.

The fifth part of the course is concerned with "Job Analysis as a Means of Obtaining Occupational Information." The *Dictionary of Occupational Titles*⁴ with its major classification of occupations is introduced as an important tool, and instruction in its use is given. Techniques used in preparing a job analysis are discussed.

"Occupational Discontents," the next unit of work, considers such topics as fatigue, boredom, inappropriate vocational placement, and geographic or social aspects of the job that may tend to shape unhappy work situations and relations. The "Job Finding Campaign" is then studied by the class. A personal inven-

²Eli Ginzberg, Sol W. Ginzburg, Sidney Alexrad and John Herma. *Occupational Choice*, New York: Columbia University Press 1951. 271 pp.

³Donald Snygg and Arthur W. Combs. *Individual Behavior*, New York: Harper and Brothers 1949. 386 pp.

⁴U. S. Department of Labor. *United States Employment Service Dictionary of Occupational Titles*, Volume I and II. Washington. Government Printing Office, 1949.

tory is drawn up by each student highlighting his strengths, weaknesses, likes, dislikes, and general qualifications for the position of his choice. Locating vacancies is discussed. Such sources are treated as personal contacts, college placement services, unsolicited inquiries, newspaper advertising (Help Wanted and Situations Wanted), public service agencies, commercial employment agencies, and various community services dedicated to finding positions for interested persons.

The personal interview is a vital part of the course in "Career Planning" and role playing is an important classroom technique used to develop interview skills. Students are taught the "do's" and "don'ts" of application making, planning for the interview, personal appearance, the handling of difficult situations that may arise during the interview, and the importance of the follow-up.

One of the culminating features of the course is instruction in the preparation of the letter of application. Emphasis is placed on the content of application letters, the completion of application blanks for employment, and the preparation of the data sheet or job resumé.

During the final week, a course evaluation is conducted. Considerable class time is spent discussing the personal relations that are important for a successful worker regardless of the job involved. Students are encouraged to work out a plan for job satisfaction that best suits their personal temperament and needs.

Several methods are employed in teaching this course. Instructors use the lecture method, question and answer, group discussion, resource people for conferences, the case study method for vocational planning, films, and role playing. Students enjoy role playing. They appreciate the opportunity to act out the role of interviewer or the interviewee, and they gain valuable practical experience in analyzing questions and interpreting replies for the benefit of the rest of the class. When role playing is used as part of classroom procedure, the abstract becomes concrete, and the spoken or printed word takes on new meaning. Interviewing becomes a personal rather than an impersonal situation. The resource people brought to the classrooms, and films and other visual aids are means of supplementing the text and related material used by the class.

Job Finding Techniques

The course in "Job Finding Techniques" is recommended especially for those students who feel the need for employment on a part-time basis while attending college and for those who are in their last semester of college and feel the need for up-to-date techniques and information which will lead them to a position in keeping with their interests, needs and training. This course emphasizes such things as sources of employment, methods of getting information on jobs, letters of application, the completion of the personal data sheet, tips for the job seeker, the employer's point of view, the employee's point of view, what to do if one does not find a job immediately, and what to do if one cannot hold a job.

A special bulletin has been prepared by the students at the University under the direction of Professor Harold Feldman.⁵ It is called "A Check List for Finding Jobs." In it the prospective job seeker is urged to evaluate himself by placing a check mark on certain pages of the manual which cover important items of procedure in getting a job. For example, the first page encourages the job seeker to check one or two fields of work which are of interest to him. He then talks with some people who work in each field, asking them what they like about the work, what they dislike about it, what starting positions are available, what training is necessary, what the chances are for advancement and to what kinds of jobs, and what personal qualifications the job applicant should possess. A page on "Sources of Employment" lists thirteen different agencies which can be of assistance to the job seeker. Another section of the bulletin lists sources which will supply the names and addresses of prospective employers. The bulletin also includes sections on interviewing procedures, personal evaluation, and the personality and character traits which employers seek in job applicants.

For the person who has difficulty holding a job, there is a check sheet in Feldman's bulletin which asks pertinent questions. These questions are designed to encourage the individual to do some careful self-evaluation as a basis for discovering errors in his attitude and performance that may be causing his difficulties.

⁵Dean of the School of Business Administration at Fairleigh Dickinson University.

The aim of the "Job Finding Techniques" course is to inculcate in students the realization that employment is gained when a marketable skill is presented to an employer in such a way that a favorable impression and the desire to employ are created. Students therefore are taught the knowledge, skills, and techniques which will lead to the desired end.

Supervised Work Experience

The "Supervised Work Experience" course⁶ is taught each semester and is open to students who are enrolled in either the executive secretarial or the retail merchandising curriculum. Most of the students are girls. The class is usually limited to twenty-five. One credit is given for each semester the course is taken. Most students elect this course during their sophomore year.

The purpose of the supervised work experience program is to present students with the opportunity to get actual work experience on a job of their choice along with the theory of the subject as expounded in the classroom.

Students get positions in keeping with their curricular field and their personal work choice. If the student does not get a position by the end of the first week of classes the instructor then takes the responsibility of helping the student obtain one. The students are paid the current wage for full-time workers and are on a regular work schedule. The minimum number of hours worked is three per week and the maximum is fifteen. The median number of hours for all students during the Spring, 1956 semester was eight.

Each student is visited in his place of work by the course instructor. A report dealing with the quality of the student's work is made by the employer. This report form has three main areas for recording vital information. The first deals with *skills*, including the taking of dictation and transcribing notes into letters and reports, typing, using the telephone, filing, using office machines, mailing notices and other duplicate forms, and preparing reports. For each student, the employer assigns ratings of "average," "good," or "superior" on work activities. The second

⁶Outline developed by Bernard E. Budish instructor in the course.

section of the report deals with *accuracy*. There are listed certain situations in which errors may occur. The degree of understanding of the worker in relation to the seriousness of these errors is stressed. Students are graded in this section as "superior," "good," "average," "poor" or "inferior." *Personality traits* necessary for the successful worker are dealt with in the third section of the form. The ten traits listed are to be indicated by writing *yes* or *no* in the appropriate place. There is room for the person completing the form to list other areas involving personality where improvement is needed.

The last part of the form deals with general comments. While all of the material asked for on the form is important, the written comments often provide the most valuable ideas for individual teacher-student conferences. After the report has been received by the instructor, such a conference is held with each student to discuss his strengths and weaknesses. Care is taken not to violate confidences. It is imperative that a friendly and cooperative spirit exist between the instructor and the student's employer. Unless a thorough understanding does exist between all persons involved, it is felt that little will be gained from this type of experience.

The formal class meetings held on the campus are devoted to problems that arise on the job. These usually involve relations with superiors, subordinates, and co-workers. Other topics discussed may deal with technical questions of form, punctuation, grammar, and the use of certain business machines. Still others may involve a sharing of experiences in which enthusiastic students tell of their work and successes in their places of employment.

A recent survey conducted by the instructors of the "Supervised Work Experience" classes for secretarial students focused attention on two main areas: (1) What type of work should students do while on the job, and (2) what should be the main features of the course in terms of class work. The tabulation of replies for on-the-job duties, in order of frequency mentioned, included taking dictation of letters, memoranda, and reports; typing the dictation previously taken in good form and getting it ready to send out; copy typing; filing; telephone duties and acting as receptionist; operating office machines, including calculating, bookkeeping, and duplicating; composing letters; research duties

(using reference books): and keeping records for the business or industry.

The students felt that the class work should include a discussion of job problems and field trips to other offices where similar work in a different setting was being carried on. They also recommended that on-the-job supervisors as well as other management personnel address the class, that films be shown depicting job techniques and office operations both of a general and special nature, and that personality development as it relates to business and social situations should be discussed.

It is expected that these suggestions will be incorporated in future class work in "Supervised Work Experience."

Career Courses and General Education

Although all the courses discussed in this vocational orientation series, with the exception of parts of the "Freshman Orientation" course, are confined largely to the achievement of special aims in education, they do have a direct relationship to general education. It is well known that advances made in technology have far outstripped the gains made in human relations. Although we have produced better workers for all kinds of business and industry, we have not to the same extent raised the general level of citizenship desired in our youth and adults. The writer subscribes to the statement by B Lamar Johnson:⁷

"For life is bigger than jobs. Workers go home. They raise families, they buy goods, they vote, they belong to churches, clubs, maintain unions, read, play, listen to radios, follow hobbies, visit friends, pray and hope and strive."

It is important, then that each of the courses in vocational orientation emphasizes along with the vocational aspect of education the social and cultural aspects. Man is a social being. He does not usually live alone, rarely will he work entirely alone, and his degree of dependency on other humans is great. To that degree, preparation for vocational life is related to and must contribute to the aims of general education.

⁷B Lamar Johnson *General Education in Action* Washington D C : American Council on Education, 1952, p 4

VOCATIONAL PLANNING COURSES AT THE UNIVERSITY OF MINNESOTA

*Vivian H. Hewer**

The Historical Background

As early as the 1920's, certain administrators and professors at the University of Minnesota began to indicate through their writings and research activities a basic concern with the individual needs and differences of members of the student body. Dean J. B. Johnston and Professor Donald G. Paterson were among the leaders of this development. Within two decades, these early beginnings had culminated in a broad student personnel program at the University. This program is now operated through a large administrative unit known as the Office of the Dean of Students and is composed of a number of bureaus organized around a variety of student needs and staffed with professionally trained workers.

Occurring concurrently with and undoubtedly finding their origins in the same cultural milieu as the student personnel work movement, were changes in curricular offerings. The most striking of these curricular changes at the University of Minnesota was the development of a whole new two-year curriculum based on a philosophy of what has come to be known as general education and administered through the General College. Just as in the out-of-class student personnel program, the courses in this curriculum were planned to meet the needs of the student and to improve the adequacy with which he would play his role in society. Of the three

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philosophies of general education described by Taylor¹, Rationalism, Neo-humanism and Instrumentalism, general education in the General College is an example of the third. Among the early offerings in the new General College was a course in the choice of a vocation, which was first taught about 1932 by E. G. Williamson, now Dean of Students at Minnesota.

These developments in General College began to have effect in various ways on course offerings in the College of Science, Literature and Arts at the University of Minnesota. In 1942-43 a course in the Choice of a Vocation was first offered in the College of Science, Literature and the Arts and was taught by an instructor from the General College. The teaching of this course was temporarily suspended during the closing years of World War II, but it has been offered continuously since the fall of 1946.

Until the fall of 1944, the course was not attached to any department of the College of Science, Literature and the Arts. The previous spring, a faculty committee had been appointed to determine what the character of general education should be in this college. As a result of this, Dean Russell M. Cooper was brought to the University of Minnesota to plan and organize courses and a program of course offerings in general education was first announced in the University bulletin for 1945-46. Among the objectives of such courses in general education, as later defined in the goals for higher education for American democracy², was one concerned with the choice of a socially and personally satisfactory vocation. Thus, although the course in Choosing Your Vocation was at first not attached to any department, it was taken over by General Studies at the inception of that department.

Objectives of the Course in Choosing Your Vocation

When a course is entitled, "Choosing Your Vocation," the objective is probably obvious. This objective has, however, impli-

¹Harold Taylor, 'The Philosophical Foundations of General Education,' in Fifty-First Yearbook of the National Society for the Study of Education, Part I, *General Education*, Nelson B. Henry, editor. Chicago: University of Chicago Press 1952.

²Higher Education for American Democracy. *Establishing the Goals*, Vol. 1. Report of the President's Commission on Higher Education. Washington, D. C.: Government Printing Office, 1947.

cations which are worthy of further explanation. Questions might be raised as to the rationale for a vocational planning course when there are facilities for individual vocational counseling on the campus at the University of Minnesota. Questions might also be raised as to how this broad objective can serve as a guide for selecting content of the course and for determining effective ways of personalizing or making this content meaningful.

In a recent study at Syracuse University, students ranked the making of a wise vocational choice as one of the most important objectives of general education.³ A number of earlier studies produced similar findings. It is true that in many universities vocational counseling services are set up to help meet this need. Why establish classes devoted to the same purpose? In one study on this issue, Stone⁴ concludes that the adequacy of either individual counseling alone or a class in vocations alone is open to question. While Stone's work has not been replicated, it would appear that a class in vocations does have a value in its own right.

Research which will be described later in the chapter is under way in the class in Choosing Your Vocation to determine whether a class coupled with small-group counseling is as effective as a class coupled with individual counseling. Should it prove to be so, courses in vocational planning would have still greater value in the curriculum. Expanding college enrollments make extensive and pervasive individual counseling increasingly difficult because of mounting costs and insufficient personnel. Group techniques may prove to be one way of dealing with these problems. Although it is true that all vocational counseling needs cannot be met by group techniques, the author has found that the group can be used to screen out those needing individual attention, but the group seems to meet the needs of the majority. In summary, if a legitimate objective of general education is to help a student choose a vocation, some evidence does exist that a course can help fulfill this objective.

³C. Robert Pace. "University-Wide Studies in Evaluation of General Education at Syracuse University," in *Evaluation in General Education*, Paul L. Dressel, editor. Dubuque, Iowa: Wm. C. Brown Co. 1954.

⁴C. Harold Stone. "Are Vocational Orientation Courses Worth Their Salt?" *Educational & Psychological*, Vol. 8, 1948, pp. 161-183.

In the selection of materials for inclusion in Choosing Your Vocation, certain objectives were kept in mind. It was hoped the student would gain a better understanding of himself. Generalized principles and basic information relevant to this objective are presented in lecture. These principles then become meaningful to the student as they are applied to the self in the counseling situation, whether group or individual counseling. The second large topical unit, occupational information, is presented largely in terms of classification of jobs and techniques for studying an individual job. Following this, the student selects and studies a job which interests him.

The student is taught a method of choosing a vocation. Giving information necessary for the understanding, acceptance, and application of the method and furnishing an opportunity for the student to apply the method to his own case are the two basic methods of meeting the broad objective of the course.

Description of the Course

The General Studies Department of the College of Science, Literature and the Arts is composed of several divisions: natural science, social science, humanities, communications, family life and personal orientation. The course in Choosing Your Vocation is one of two offerings in the personal orientation group; the other is How to Study. Two quarter credits are earned for the course. It has no prerequisite and is independent of other course offerings; that is, it is not a part of a sequence in personal adjustment which might involve study of mental hygiene principles, study techniques, and family relationships.

Ideally, the members of such a class should be selected through interview. It would be desirable to eliminate from the course those students whose vocational indecision is minimal as well as those students whose personal problems are so acute as to make any progress in the choice of a vocation unlikely or perhaps even unwise in their present confused states. Because of the instructor's commitments as a counselor in the Student Counseling Bureau, time has never been available to screen adequately the applicants for the course. As a result, the class membership lacks homogeneity. The majority of the students in the class are freshmen

or sophomores in about equal numbers, but every quarter a few juniors and seniors enroll. The majority of students come from the College of Science, Literature and the Arts. Occasionally, however, a student who is contemplating transfer from a professional school such as Education or Agriculture will register. Although the course is open to men and women, the majority of students taking it are men. Because an effort is made to individualize the course as much as possible, the course is restricted to thirty-five students per quarter and is usually filled. It is offered every quarter except summer.

The present instructor, who has taught the course for the past ten years, has academic rank as associate professor, and has earned the doctorate in psychology. Her major assignment, requiring three-quarters' time, is as a counselor in the Student Counseling Bureau which is attached to the Office of the Dean of Students at the University of Minnesota. Her responsibility there is primarily that of a vocational counselor and includes supervision of an occupational library as well as the editing of an occupational newsletter. Despite the fact that her major responsibilities are in the Student Counseling Bureau, she attends faculty meetings of the General Studies Department, and in other ways participates in and maintains familiarity with their activities.

Before discussing the actual content of the course, it should be pointed out that throughout the instruction of the course every effort is made to encourage the student to evaluate critically the materials presented. This is done largely in the lecture by giving research evidence in simplified form for generalizations to be used in choosing a vocation. For example, if a student is going to accept or to consider at least his results on an interest test in choosing his vocation, he should be given evidence for the validity of interest measurement. If the evidence is lacking, the student should question seriously the use and acceptance of such psychometric findings in the selection of a career. Other examples could be drawn from the course content in the use of academic ability tests in predicting college achievement or the relationship between job satisfaction and the kind of job chosen. The scientific evidence in vocational psychology is increasing and it is the application of these findings which is the core of this course.

The selection of the content of any course in personal orientation is rather difficult since it draws from many fields. This is true of *Choosing Your Vocation*. This course draws heavily on differential psychology, particularly as it concerns individual differences in aptitudes, interests, and personality. Related to individual differences in interest in vocational psychology are differences in personal values. Some of the current writers in vocational counseling, such as Super⁵, are interpreting the choice of a vocation as the implementing of a self-concept. Personal values play a part in the development of this self-concept. For any one individual, there are relationships between his scores on a values test such as the Allport-Vernon Scale of Values and on an interest test such as the Strong Vocational Interest Blank or the Kuder Preference Record. This suggests that an understanding of one's personal values is important if he is to gain a full appreciation of his identification with certain occupations as measured by an interest test. For example, one would expect a person of strong humanitarian values to identify himself with the interests of men who are in such occupations as school teaching or social work. It is in the interest of the student's increased self-understanding and mature planning that he himself perceives this relationship and appreciates its significance. The instructor has always found it difficult to teach this area, for appropriate materials are hard to select. Mature students may gain an understanding of their values by readings in a variety of liberal arts courses such as humanities, philosophy, and literature. The less mature seem to have thought little about their values. All that can be hoped is that the student will be challenged to search out and evaluate his past experiences.

Other fields that the course draws on are labor economics and mental hygiene. Labor economics offers information on trends and predicted demands from such sources as the Bureau of Labor Statistics. As far as mental hygiene is concerned, reference is made to principles of healthy behavior, particularly in discussing causes of job maladjustment. Discussion of personality adjustment also arises because the majority of students have taken, in the testing program at the University of Minnesota, a personality inventory

⁵Donald E. Super, "Vocational Adjustment. Implementing a Self-Concept," *Occupations*, Vol. 30, 1951, pp. 88-92.

(usually the Minnesota Multiphasic Personality Inventory). The results of this test are available to the counselor for individual or group counseling, so brief orientation to this test is given in class prior to the counseling.

Because of the unique nature of this course, no textbook exists which is designed to meet its particular structure. A recently published textbook⁶, developed out of experience with the experimental program in general education in the Junior College of Boston University, has been found most suitable for the course in Choosing a Vocation at Minnesota. This book was adopted as the course textbook in the fall of 1958.

What of the course content? A topical outline follows with an indication in parentheses of approximate class time spent on each unit.

A. *Introduction (2 Weeks)*

Topics dealt with during these two weeks include reasons for going to college, selectivity of colleges in terms of drop-out rates in elementary and high school, relationship between vocational and general or liberal education, kinds and frequency of problems faced by college students, and various methods of choosing a vocation. Class discussion is encouraged although most of the information is presented by lecture.

B. *Understanding yourself (4 weeks)*

This is one of the most important units of the class. Aptitudes with particular emphasis on scholastic ability, interpretation of tests the students have taken at the University of Minnesota to measure scholastic ability and the relationship of scholastic ability to educational and vocational achievement are topics discussed here. Brief mention is made of other aptitudes, such as clerical, mechanical, and musical.

A unit on academic achievement is next introduced. Achievement as measured by high school grades and

⁶Edward C. Glanz and Ernest B. Walston. *An Introduction to Personal Adjustment*. Boston: Allyn and Bacon, 1958.

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⁶Edward C. Glanz and Ernest B. Walston. *An Introduction to Personal Adjustment*. Boston: Allyn and Bacon, 1958.

particularly by college grades is emphasized. The use of tests both to measure achievement and to predict success in a professional course, such as a mathematics test to predict success in engineering, is stressed. Considerable emphasis is put on an understanding of measured interest and its implications for vocational choice. In as meaningful a way as possible, the development, stability, classification and theory of measurement of interest are explained and the relationship of aptitude and achievement to interest is also treated. Particular stress is placed on the Strong Vocational Interest Blank and the Kuder Preference Record as means of measuring interest. The importance of personal values in the choice of a vocation, their measurement and relation to vocational interest is a logical next topic.

Since lack of adequate personality adjustment is now believed to be the major explanation of loss of jobs, it is important to pay some attention to it. In order to avoid the temptation of turning the course into a discussion of general mental hygiene principles, the vocational significance of good adjustment is emphasized by use of such materials as those found in the study by Friend and Haggard⁷. As a correlate, job satisfaction is discussed, again emphasizing in lay terms research findings as they apply to adjustment.

The mere presentation of such materials as the foregoing could easily make this a conventional course in vocational psychology rather than one in choosing a vocation. Stone⁸ in his oft-quoted research, showed that provision for counseling must be made if a course of this type is to approach its objective. Since the inception of this course, students have been assigned to various counselors in the Student Counseling Bureau and are treated similarly to other persons receiving counseling. Recently the group counseling method has been used with

⁷Jeanette G. Friend and Ernest A. Haggard "Work Adjustment in Relation to Family Background" *Applied Psychology Monograph*, No. 16, 1948.

⁸C. Harold Stone, *op cit*.

some members of the class and the relative efficacy of this method as against the method of individual counseling is being studied. Sometime during the quarter the student must submit an extensive personal inventory in which he summarizes his counseling experience including objective test data and declares a possible vocational choice giving his reasons for the choice.

C. *Occupational Information (3 weeks)*

The third section of the course, a major one, deals with occupational information. The instructor believes it would be quite impossible and probably meaningless to present facts on duties, pay, demand, and training on a vast array of jobs. Instead, ways of classifying both industries and jobs are given. The Social Security Board system is the industrial classification discussed in class. Classification of jobs by the Bureau of the Census and the *Dictionary of Occupational Titles* is stressed, but means of classifying jobs by socio-economic status, prestige, and interest are also presented. By emphasizing the first two, it is hoped, as in other taxonomic systems, that an understanding of the basic principles of classification makes a variety of facts readily available about a specific job. For example, if a student knows that a certain job is a semi-skilled job, he knows that the formal education required for the job is low, that the actual job duties can be learned in a short time and tend to be repetitive, and that the pay will probably fall within a certain bracket. At this point the student is provided with mimeographed information on major job divisions such as professional, skilled, clerical, and service jobs as well as certain jobs within these groupings.

After this broad introduction, an abbreviated form of the outline for the study of an occupation developed by the National Vocational Guidance Association is used in order to personalize or meet the needs of the individual student with regard to job information. Using this out-

line, the student either writes or gives an oral report on an occupation of his interest. His information is secured through interviews or by reading in the occupational library in the Student Counseling Bureau or both. In cases in which several students are interested in one occupation, the report may be given in class by committee. In this instance, the students work as a group, each of the committee assuming responsibility for certain parts of the report. During some quarters all of the reports are given in this way with none of the students electing to write individual reports. For example, since many of the students in each class are interested in majoring in business, a committee prepares and presents a table of organization for a specific firm so that students get an overview of entry positions and promotional possibilities for business graduates.

Obviously, the objectives in this unit are first to generalize by giving methods of classification and techniques of studying jobs and secondly to personalize by encouraging individual or group study of specific jobs.

D. Training and Placement (1 week)

Much of the information regarding training and placement is given incidentally to the discussion of job classification and information. For example, apprenticeship training program is explained when the skilled trades are discussed. Licensure and certification at all occupational levels and their significance in placement are explained in lecture. Since most students in the class plan to complete their work at the University of Minnesota, particular attention is given to recruiting and placement facilities on campus. Readings are assigned on public employment services and placement in civil service.

These, then, are the basic areas dealt with in the course. With only two class sessions per week, the instructor finds it necessary to be selective in order to cover the material. The importance of the counseling cannot be stressed too strongly. Students have commented frequently that the class lecture and discus-

sion would mean little to them without applying to themselves what they have learned in counseling.

Evaluation

The well-known work of Stone⁹ which has already been mentioned is one of the very few attempts to evaluate a course in the choice of a vocation. Using criteria and objectives very different from that of Stone, Cuony and Hoppock¹⁰ and Richardson and Borow¹¹ also evaluated group procedures with relation to aspects of vocational guidance. Cuony and Hoppock were interested in finding out whether a group of high school seniors who had a course in job finding and job orientation benefited more in subsequent employment than did a group of seniors who did not have the course. On one criterion, job satisfaction defined as mean score on Hoppock's Job Satisfaction Blank, those who had the course and were employed had a significantly higher mean score than did those who did not have the course. On the second criterion, annual earnings, the experimentals significantly exceeded the controls. Although they made no effort to determine how suitably these students were placed in terms of other criteria such as compatibility of the student's aptitudes and interests with the jobs, the course proved satisfactory on the criteria adopted. Richardson and Borow were concerned with studying the hypothesis that individuals who receive group orientation to educational-vocational counseling approach the interview with a more realistic expectation, and will take a more effective part in the interview than will those who have not had the orientation. Their results, for the most part, confirmed their hypothesis. It should be pointed out that the group orientation consisted of one lecture with a group discussion following it. Although this lecture is scarcely comparable to the typical class in vocations, the study does test the assumption that instructors of vocations classes make that such a class prepares the student for counseling.

⁹C. Harold Stone, *op. cit.*

¹⁰Edward R. Cuony and Robert Hoppock, "Job Course Pays Off," *Personnel Guidance Journal*, Vol. 32, 1954, pp. 389-391.

¹¹Harold Richardson and Henry Borow, "Evaluation of a Technique of Group Orientation for Vocational Counseling," *Educational & Psychological Measurement*, Vol. 12, 1952, pp. 587-597.

Hoyt¹² reports in an evaluation of group vocational counseling that "Group Experimentals (those counseled in a group) are significantly more certain of their vocational choices, more satisfied with these choices and more realistic in them than the controls (those having no counseling)." Students who received individual counseling in the same study were also found to be more certain of their vocational choices, more satisfied with these choices and more realistic in them than the controls. No differences were found in the effectiveness of the individual and group counseling. Subjects of Hoyt's study were not members of a class in vocational choice, but were students who indicated they were undecided about their vocations.

The author has recently completed a study to evaluate the course in Choosing Your Vocation. Patterned closely after Hoyt's study, it is concerned primarily with a comparative assessment of group and individual counseling techniques. The major hypothesis tested was whether a difference existed in the extent to which individually-counseled students, as compared to group-counseled students, made realistic vocational choices at the end of the course. Both the beginning and terminal vocational choices of each student were judged as realistic or unrealistic by four experienced counselors. A realistic choice was defined as an occupation in which the student could be expected to find employment, to succeed, and to persist for a number of years. Students counseled by the two methods were also compared in terms of the effect of the class experience upon their stated certainty and self-satisfaction about their vocational choices. Self-ratings on an eleven-point scale were used to measure the subjects on the two criteria of certainty and self-satisfaction.

At the beginning of the experiment, sixteen of the thirty-five students were chosen at random and assigned to two groups of eight each. The other nineteen members of the class were assigned to various counselors in the Student Counseling Bureau and treated as any other student coming to the Bureau for counseling. One of the groups of eight students was led by the course

¹²Donald P. Hoyt, "An Evaluation of Group and Individual Programs in Vocational Guidance," *Journal of Applied Psychology*, Vol. 39, 1955, pp. 26-31.

instructor, and the other by a counselor* from the Student Counseling Bureau. Eight weekly one-hour class meetings were held with each group. Each class meeting was devoted entirely to the discussion of the vocational problem of a different member of the group. The name of the member under discussion was not divulged to the group, but the member himself had been informed that he would be the one discussed. His test results, personal data and grades were available for the discussion.

Observations of the groups indicated that the students became increasingly adept at requesting and utilizing data relevant to a vocational choice. The students also demonstrated the ability to acquire and use educational and occupational information in the small class setting. As a result of their discussion, the group generally arrived at several useful vocational suggestions for the person whose problem was under discussion.

During the initial meeting of the class each student had been asked to specify his vocational choice. He was also asked to estimate the extent of his satisfaction with his choice and his degree of certainty about it on similar eleven-point scales. At the last meeting of the class, the student again indicated his vocational choice and rated himself on the satisfaction and certainty scales. Folders containing personal data and test information were prepared with all clues about student identity and method of counseling removed. The pre-course and post-course vocational choices, randomly arranged, were also included in each student's folder. Each of the four judges, who were experienced counselors, used these materials in rating the realism of the vocational choices. A recently prepared paper¹³ reports the following conclusions about the study:

"In view of the lack of consistent inter-rater agreement, it cannot be determined if real changes occurred in realism of vocational choices during the period in which the class and counseling were conducted. Because of this no definite conclusion can be drawn concerning the effectiveness of either counseling approach, group or individual. Should further experimentation contrasting these two

*Dr. Theodore Volsky.

¹³Vivian H. Hewer, "Group counseling, individual counseling, and a college class in vocations" *Personnel and Guidance Journal*, Vol. 37, 1959, pp. 660-65.

vocational counseling approaches be undertaken, a control group should be used, drawn from the same population as that from which the class comes. Appropriate criteria should be explored as well as adaptation of class techniques and content of membership."

AN APPRAISAL OF COURSES IN VOCATIONAL PLANNING

Henry Borow*

It is an interesting fact that one of the earliest published proposals for using psychology to deal with a persistent problem of higher education embodied the concept of vocational guidance. Fully fourteen years before the French Minister of Public Instruction, in 1904, appointed its commission to make recommendations for the education of retarded children, a commission which was to launch Alfred Binet on his illustrious venture into the meaning and measurement of human intelligence, an unobtrusive article appeared in the scholarly journal, *Mind*. The year was 1890 and the author was James McKean Cattell. Cattell, who had studied with the eminent Wilhelm Wundt in the first of all experimental psychology laboratories at Leipzig, had turned renegade by asserting his interest not in the general psychophysical laws of behavior whose pursuit absorbed Wundt and his disciples, but in the laws by which men could be shown to differ, in a word, in the psychology of human differences. In his now famous paper, Cattell used for the first time on record the term "mental test" and he described a number of simple tests by use of which he hoped to measure the abilities of college students as a basis for advising them of their probability of academic success. Shortly thereafter, Cattell actually undertook the experimental testing of student subjects, first at the University of Pennsylvania and, beginning a

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few years later, at Columbia University whose faculty he had joined. He thus became, unwittingly, the patron saint of untold hundreds of Master's degree and Ph.D. degree candidates in education and psychology who ardently sought erudition through the magic expedient of the coefficient of correlation between test scores and course grades.

In retrospect, it is not surprising that there should have been an early outcropping of interest in educational and vocational guidance for college students. On the face of it, group guidance activities dealing with the problem of vocational choice would seem to be very much at home in the setting of the modern American college. For one thing, the broadening of the base of American education and the widening of the opportunities for schooling have increasingly divested our institutions of much of their exclusive, well-heeled appearance of an earlier day. Increasing proportions of students have applied an economic yardstick to the worth of a college education. Surveys at Syracuse University¹ and elsewhere have shown that students place vocational preparation at or near the top of the list of the potential values of a college career. A report by Bush² based on earlier published studies indicated a range of 25 per cent to 75 per cent of entering freshmen without vocational goals and at least one-third of college seniors lacking specific vocational choices. Of those students who do state a vocational choice, fully one-half or more will change it at least once during their tenure in college. Add finally the emergence of a sturdy and vigorous applied psychology and the flowering of the student personnel movement in American higher education. When the evidence is thus marshalled, one would expect to find that classes in vocational planning hold a respected and entrenched position in the college curriculum. The truth is, however, that they do not. The growth of vocational planning classes over the past quarter century, whether one considers either their number or their character, is not very striking.

¹N. M. Downie, C. R. Pace and M. E. Troyer, "A Study of General Education at Syracuse University with Special Attention to the Objectives" *Educational and Psychological Measurement*, Vol 10, 1950. pp 359-366.

²Robert N. Bush "Vocational Counseling of College Students" in Oscar J. Kaplan, editor, *Encyclopedia of Vocational Guidance*, New York: Philosophical Library, 1948. p. 1383.

Consider two inescapable facts. First, our secondary schools far outstrip our colleges in the frequency with which they furnish group instruction in career planning. Secondly, vocational *counseling* services, have by and large, come to enjoy a much wider acceptance on the campus than *courses* in vocational planning. And this is true in spite of the fact that a counseling service is an expensive function requiring a special administrative structure and special out-of-class facilities. It would seem pertinent to trace the reasons for the failure of the vocational planning course to gain a firmer foothold. But inasmuch as this question is part of the broader issue of the place of *all* personal adjustment courses in our colleges and universities, its detailed treatment is beyond the immediate scope of this chapter. The writer³ has elsewhere attempted to identify and assess the major deterrents to the growth of college-level personal adjustment courses.

Current Status of Courses in Vocational Planning

What is the current status of college courses in vocational planning? Where do we find them? Who takes them? Who teaches them? What are their distinguishing features? What special problems are involved in teaching such courses?

1. To begin with, there has been no dependable nationwide survey of the offerings in this field. No organized group of professional workers and no professional association has evidently felt it had a large enough stake in this particular curricular development, important though it may be, to underwrite an inquiry of this sort. Of one thing we can be reasonably confident. Such courses are not universally found in our nation's colleges and universities. Indeed, they occur in the course offerings of only a minority and perhaps a small minority at that. Stevens and Hoppock⁴ reported a survey of 115 junior colleges, selected as a random 20 per cent sample of all institutions listed in Bogue's *American Junior Colleges*. They received replies from 58 insti-

³Henry Borow, "Curricular Approaches to Personal Development: Some Problems of Research" *Journal of Counseling Psychology*, Vol 5, No 1, 1958, pp 63-69.

⁴Nancy D. Stevens and Robert Hoppock, "Junior College Courses in Career" *The Vocational Guidance Quarterly*, Vol 3, 1954, pp. 21-23.

institutions, they occur nearly always at the freshman-sophomore tutions, of which 18 reported that they offered courses in career planning. Apparently only four of these courses dealt entirely or predominantly with the problems of selecting an occupation and obtaining employment. In a more recent survey⁵, Stevens and Hoppock mailed inquiries to every third institution listed in the American Council on Education's directory, *American Universities and Colleges*. They do not report the percentage of returns or the number of institutions indicating the existence of career planning courses. But their article summarizes reports from only eleven institutions, and we are led to suspect that they did not find such courses to be common. It would probably be misleading to conclude that all colleges which lack courses of this description reject the need for giving group instruction in preparation for vocational life. A more reasonable explanation is that many institutions in lieu of such courses embody units in career planning in comprehensive courses of personal adjustment. One illustration of this type of offering is found in the textbook⁶ developed by staff members at Boston University out of their experience with a relatively broad-gauged course in personal adjustment.

2. One quality that strikes the investigator who examines such courses is their bluntly practical intent and nature. They are unabashedly bread-and-butter courses. Their objectives are so boldly stated, and frequently so ambitious, that the instructor is never allowed to forget what it is he is trying to attain, and he is painfully aware of failures when they occur, which is often. It is this pristinely practical flavor which perhaps does most to cause academic purists to blanch when such courses are mentioned. A course simply cannot have consequences of practical, workaday value and still nourish the mind. So the traditionalists would appear to reason.

3. What kinds of institutions offer classes in vocational planning? In general, they predominate in junior colleges as opposed to four-year colleges. Where they are found in four-year

⁵Nancy D. Stevens and Robert Hoppock, "College Courses in Careers," *Personnel & Guidance Journal*, Vol 34, 1956, pp. 502-503.

⁶Edward C. Glanz and Ernest B. Walston, *An Introduction to Personal Adjustment*. Boston: Allyn and Bacon, 1958.

level. They occur with much greater frequency in general education programs than in more conventional liberal arts programs or in the specialized pre-professional curricula. They are more likely to be found in institutions marked by a strong student personnel philosophy than in institutions with a heritage of hard-core intellectualism.

4. Who takes these courses? And for what credit? Mostly freshmen and sophomores but, in the case of courses with an avowed emphasis on employment methods or on professional relations in a particular field, some upper classmen. Such courses are rarely offered for more than one or two semester credits although some are offered as two-semester sequences. Usually they are elective although, as the chapters by Faul (Chapter 13) and Kerley (Chapter 14) indicate, some colleges require them of certain categories of students as, for example, freshmen who are vocationally undecided. Reasonable doubt exists about the wisdom of making a vocational planning course a requirement. As in counseling, a student's behavior in a vocational planning course must be purposeful and to an important degree self-initiated. It is not so important that the curriculum makers or faculty adviser thinks the student needs help as it is that the *student* feels he needs it.

5. Classes in vocational planning are nearly always small in size. Most institutions which offer them set enrollment limits between 15 and 35 students. This is a tribute to those who set up and teach such courses, for it is evident that they realize that they call for an intimate, counseling-oriented approach difficult to use in larger classes. It is also a tribute to administrators who support this policy in the face of expanding enrollments.

6. Who teaches these classes? Principally, it would seem, academic personnel trained in professional education, educational psychology, guidance, and personnel psychology. Yet, it is not uncommon to find such classes conducted by placement officers and by student personnel administrators and members of their staffs. A commendable practice is to assign part of the workload of full-time members of the counseling staff for this purpose. Those of faculty status who teach such courses quite generally come from the lower academic ranks.

7. Vocational planning courses do not enjoy high prestige. Even in institutions where they appear firmly rooted in the cur-

ricular structure, they are considered by many to lack academic respectability.⁷ This pariah's role holds for many courses in personal and social development as well as those concerned with vocational adjustment. It is a matter for speculation as to how much of this feeling is traceable to the newness of such offerings and how much to their unconventional character.

Trends in Content and Instruction

What goes on in the courses themselves? What are they trying to do? How do they operate? If one is looking for rugged individualism in the ranks of collegiate educators, he will find it here. Among classes in vocational planning, one discovers a bewildering variety of administrative settings, course titles, stated objectives, contents, procedures and methods. The preceding chapters in this section of the volume bear clear witness to this assertion. No professional group exists which operates as a clearing house for information about this category of courses or which frames recommendations in the interest of uniform standards and procedures. It may be that these courses are still so tentative and so clearly in the formative stages that attempts toward greater uniformity would be ill-advised. Be that as it may, one senses a serious lack of communication between those responsible for establishing and teaching such courses and, consequently, much independent groping where collective planning for research and practice would seem to be indicated. With the exception of a few pioneering works, college-level textbooks^{8,9,10} are just beginning to appear and these may help bridge the void between authors who have built up a reservoir of instructional experience and the many tyros newly assigned to teaching duties in vocational planning courses.

Whether one is philosophically disposed to like such courses or to dislike them, he must grant that many who teach them have

⁷Henry Borow, *op cit*

⁸Richard W. Kilby, *Choosing A Career* Santa Clara, California: Premier Publishers 1958.

⁹Henry Borow and Robert V. Lindsey, *Vocational Planning for College Students* Englewood Cliffs New Jersey: Prentice-Hall, 1959.

¹⁰William D. Martinson, *Educational and Vocational Planning* Chicago: Scott Foresman, 1959.

brought to their task an imaginativeness and a willingness to experiment which instructors of conventional classes too rarely exhibit. Consider, for example, Hewer's account (Chapter 16) of her experimentation with multiple counseling. Just as they have been bold and non-conformist in the framing of objectives, so have they often been in classroom method. The strategy of the best of vocational planning courses embodies the presumption that the hallowed lecture hall, in and of itself, cannot do the job. The unorthodox design of such courses is, by implication, a denial that mature planning for vocational life is generated through linear transmission of the *summum bonum* from the rostrum, to the pencil, to the notebook and ultimately, maybe, to the final examination. That remarkable behavioral reformation which is crystallized as the emergent vocational motive, coupled with the reasoned plan by which that motive finds its expression, cannot be wrought by someone's lecturing and someone's seeming to be listening.

Courses in vocational planning have a better chance of succeeding when they commit the student to active participation in purposeful and meaningful learning, that is to say, meaningful and purposeful to *him*, the student, and when they implicate him in learning experiences which are intimate and personal. Accordingly, the opportunity for individualized counseling is not tangential to but a *sine qua non* of vocational planning courses. Class projects which are autobiographical and self-exploratory in character furnish a proper setting for and logical extension of the counseling process.

Occupational psychology has been substantively enriched by its recent rapprochement with developmental psychology and personality theory.¹¹ Particularly helpful in broadening the meaning of vocational adjustment have been the notion of occupational life as a developmental process and Super's¹² conceptualization of vocational choice striving as an attempt to implement the self-concept. We have been accustomed to think of the vocational choice problem

¹¹Henry Borow, Harold B. Pepinsky and Paul L. Dressel "Frontiers of Personnel Research in Education." In *Personnel Work in Education* Fifty-eighth Yearbook of the National Society for the Study of Education Part II. Chicago: University of Chicago Press, 1959. pp 226-228

¹²Donald E. Super, "Vocational Adjustment: Implementing a Self-Concept," *Occupations*, Vol. 30, 1951. pp 88-92.

as one of matching measured abilities and interests to job requirements. It is more than that. It is one kind of search for oneself and one's values. The ideal course in vocational planning should make it possible for the student, by whatever means, to explore not only his capabilities but his value system, to make the latter explicit, and to achieve a measure of self-realization by choosing and preparing for work which is consonant with that system.

A number of institutions which offer courses in vocational planning are in actuality moving in the direction just described. In the chapters in the vocational planning section of this volume, several promising developments are delineated. Class size is kept small, the course program is often activity-oriented, and students are furnished a climate which favors a self-involved "working through" of the problem more often than one which requires a passive listening to an intellectualized exposition of the problem. The fusion of individualized counseling with group vocational guidance procedures is now a matter of record¹³, and the job family concept is being judiciously used to initiate the student's exploration of the complex world of work. (See Hewer, Chapter 16) The course in Career Planning at Fairleigh Dickinson University (See Miller, Chapter 15) introduces the student to the phenomenologically derived self-concept and tries to show its meaning and possible relation to vocational choice. Hoyt's¹⁴ controlled group study at Minnesota produced evidence that led him to conclude, tentatively, that when students in a vocational planning class have the benefit of multiple or group counseling, their vocational choices are more certain, satisfying, and realistic than when opportunity for either individual or multiple counseling is not provided. Hewer's study (pp 211-12) to assess the relative outcomes of individual versus multiple counseling in a liberal arts course in vocational planning is a sequel to Hoyt's work. Hoppock¹⁵, who has provided one of the few published summaries to date of evaluation research on career planning courses, gives us

¹³Henry Borow and Robert V. Lindsey, *op cit*

¹⁴Donald P. Hoyt, "An Evaluation of Group and Individual Programs in Vocational Guidance," *Journal of Applied Psychology*, Vol. 39, 1955, pp 26-31

¹⁵Robert Hoppock, *Occupational Information* New York. McGraw-Hill. 1957

additional evidence that some of the workers in this field are not prepared to settle for status quo and are trying to do something about their dissatisfactions.

A Summing Up

Not all vocational planning courses have merit and not all the techniques they employ are worth using. Some of them must be labeled superficial and shoddy. Some of them seem not to be well-reasoned, for they proceed from aims which may be of dubious educational merit and embody content and methods which betray ignorance of established principles in the psychology of learning, perception, and motivation. We ought not to be completely happy about courses whose single suit is the giving and interpreting of tests (these have been euphemistically called self-appraisal courses), or whose secret weapon is to reveal to the student how to apply for a job and conduct an employment interview, or whose principal and sometimes sole strategy is the dissemination of occupational information on the suspect assumption that information about vocations is in itself almost sufficient to permit students to make appropriate vocational choices and adjustments. There is no cause for rejoicing over a course which is devoted in its entirety to parading a small army of visiting experts from a variety of vocations before the class or, indeed, any reason for satisfaction with the practice by which students produce protracted states of ennui and somnolence in one another through the oral reading in class of their occupational research reports. Vocational planning courses can do better than this, and those who believe they have a rightful place in the college curricular program should spend less time defending them against their critics, perhaps, and more time trying to make them better than their current best.

But we may hope that the traditionalists and skeptics among our campus colleagues become more sweetly reasonable, too. If they are as genuinely concerned about academic standards and student development as they say they are, perhaps they may still learn that a course can be unconventional and yet worthwhile, that it can be concerned with the world of motives as well as of the intellect and yet be respectable, that it can lay down its textbook and yet produce socially valued learning, and above all,

that it can be practical, yet remain eminently defensible on cultural grounds. On his way to adult maturity, the student passes through many doors of experience, and it is just possible that the traditionalist does not hold the keys to all of them.

Conclusion

**general education for personal
maturity: a balance sheet**

H T Morse

GENERAL EDUCATION FOR PERSONAL MATURITY: A BALANCE SHEET

H. T. Morse*

The Problem of Education for Maturity

As the foregoing chapters in this volume clearly illustrate, the writers are deeply concerned with the problem of helping college students attain personal maturity in significant aspects of their living. Most college instructors share this concern, but many of them believe that agencies other than the college should carry the responsibility for the personal adjustment of students, for their preparation for family living, and for their making a suitable vocational choice. They appear to believe that the social environment of the student in his home, his church, and through the other activities in which he engages outside of the classroom will help to mold him into the kind of individual who may live a reasonably effective and well-adjusted life.

But, as Cooper points out in the opening chapter, adjustments to these significant aspects of living cannot be left to chance or casual accomplishment. The social and the human costs are too great. "Emotionally disturbed individuals," Ordway Tead furthermore observes, "can readily become focal points of student disaffection and restlessness of a most invidious kind unless they are promptly helped."¹ And the impact of industrialization and urban living, together with all the distractions of commercialized

*The author is Dean of the General College of the University of Minnesota.

¹Ordway Tead, *The Climate of Learning*. New York: Harper and Brothers 1958, p. 37.

entertainment and mass media of communication, have rendered the home and the church less able to perform their historic functions of guiding the individual toward well-balanced personal maturity.

The question still remains, however, as to why the colleges, already over-burdened with the formidable task of nurturing the intellectual development of students, should devote a portion of their increasingly inadequate resources to students' emotional, social, and occupational adjustment. Many faculty members are seriously convinced that the making of mistakes is a part of "growing up," part of the maturing process, and that accordingly it is desirable to let students work out their personal problems in their own way. Any effort to provide counseling services or to set up adjustment courses is regarded by these persons as "coddling," and as in fact preventing rather than assisting the attainment of growth and maturity.

This point of view may stem in part from the attitude which characterizes European universities. Not only are there no courses of the "adjustment" type in these institutions, but the governing assumption among students as well as faculty seems to be that an academic education is an intellectual responsibility for adult persons. Howard Mumford Jones² presents (and personifies) the European attitude in stating further:

"The precious ointment in our sight is . . . personal adjustment, and this is a sacred cause—so sacred that we have invented a weird hierarchy of secular priests to see that the student forever 'adjusts.' . . . We have deans, tutors, counselors, vocational guides, counselors in marriage, alumni advisers, medical men, and psychiatrists. We have orientation week, campus week, the reading period, religious retreats, and summer camps. . . . Taken as a whole, they befoe the idea that higher education is an intellectual exercise. . . . What these well meant therapeutic devices do is to postpone decision making. The symbol of this refusal to face the facts that in life as in war there are final occasions is the make-up examination. . . . Under the old free, elective system, when a youth went off to college, he . . . cut the leading strings. . . . Today we do not

²Howard Mumford Jones, "Undergraduate on Apron Strings," *Atlantic Monthly*, Vol. 195, October, 1955, pp. 46-47.

cut the strings; we lengthen them. . . . It is true to say that an entire battery of adjusters is happily at work to see that his mistakes will never, never harm him."

This rationalist point of view is in sharp contrast to a statement made some years ago which represents an instrumentalist position. Roy Ivan Johnson, in discussing the education-for-marriage program at Stephens College stated:³

"As a group, educators have long been conscientious in trying to teach students what they thought those students needed. But there has been a marked degree of shortsightedness with respect to students' actual needs. Certain intellectual and cultural needs have been fairly adequately met, and such needs should not be minimized or belittled. But for every student who needs to know how Caesar successfully planned his campaign in Gaul, there are hundreds who need to know how to plan a successful marriage and home life. For one who faces actual life problems involving cosines and quadratic equations, there are hundreds who face the problem of co-partnership in marriage and a personal equation involving two variable personalities. For one who needs to know the conjugation of foreign verbs, there are hundreds who need to know about conjugal relations and parenthood. For one who needs to understand the reaction of the amoeba, there are hundreds who need to understand the reactions of husband and wife. This is not an indictment of zoology, foreign language, and mathematics as legitimate parts of a curriculum. The serious question to be raised is 'which needs are relatively more important in a young person's life as he approaches the problems of adulthood?'"

These are positive yet antithetical positions, each forcefully and cogently stated. While Johnson's presentation may appear extreme in the eyes of many, the implication of Jones' statement is that we need give no studied effort to helping college students attain personal maturity. But a sober view of the world in which we live and the elements of mid-twentieth century culture which surround us should provide abundant evidence that it is crucial for the schools and colleges to exert every effort to develop the personal maturity of their students. The beguiling forces which

³Roy Ivan Johnson, Ed., *Explorations in General Education*, New York: Harper and Brothers 1947, p. 105.

are constantly and insistently pulling in the opposite direction are formidable indeed. While one may easily overplay the role of prophet of doom, it takes no modern Jeremiah to identify these insistent voices. In his book, *The Mature Mind*, H. A. Overstreet discusses various media in our society which make a constant appeal to the immature elements in our personality or character.⁴

The newspapers, says Overstreet, "have developed what might be called a *vested interest in catastrophe*." As for the radio, (and surely the same could be said of television), ". . . it would not be an exaggeration to say that nine out of ten of the voices that the listener summons when he turns the dial are the voices of mediocrity—and of immaturity. . ." And present day advertising, he goes on to say, "halts our psychological growth to the extent that it *makes us do too much wanting and makes us want things for the wrong reasons*." Overstreet awards this kind of an Oscar to the movie industry, America's great mass agency of escapism which substitutes fantasy for reality. "Fulfillment by fantasy, this is the pattern of psychological immaturity. To an overwhelming extent, the Hollywood formula has been on the side of immaturity."

College faculties have also become more and more aware that, as Harold Taylor states in *Essays in Teaching*, students "differ from each other as do the members of a cosmopolitan city." In view of these wide differences, and in view of the increasing numbers of students attending college, it must appear that there is a growing necessity for the colleges to devote some systematic thought and effort to facets of student development other than intellectual, and to aspects of living other than those involving traditional culture. The designing and offering of adjustment courses is one means of realizing this intent in a constructive and systematic way.

General Education and Adjustment Courses

The period which has witnessed the almost phenomenal growth of the general education movement in the United States has seen also the burgeoning of student counseling services and the growth of courses focused on life activities and adjustments.

⁴H. A. Overstreet, *The Mature Mind*, New York: W. W. Norton & Co. Inc. 1949 p. 203 ff.

There is a close relationship between counseling and guidance services and general education. This relationship is documented in detail in a recent volume which was sponsored—as is this one—by the Committee on General Education of the Association for Higher Education of the NEA.⁵

It is logical, too, to expect that courses in values and individual adjustment, and to some extent in family living and vocational planning, would arise largely within the context of programs of general education. These were an advance beyond the point of the survey course in the usual subject matter fields which characterized the earlier phase of general education. "Modifications in the college curriculum considered so far," Brubacher and Rudy note, "did not proceed beyond the point of giving it a new organization, largely because either the traditional content of liberal education was taken for granted or its inertia had grown too monumental to budge."⁶ Thus we find in the report of the President's Commission on Higher Education that by 1947 four of the eleven major objectives of general education are given as:

"To attain a satisfactory emotional and social adjustment."

"To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals."

"To acquire the knowledge and attitudes basic to a satisfying family life."

"To choose a socially useful and personally satisfying vocation that will permit one to use to the full his particular interests and abilities."

Courses in personal adjustment, in preparation for marriage, and in vocational planning actually bring to a focal point in many ways the unique and significant challenges facing the general education movement as a whole, as the foregoing chapters in this volume clearly illustrate. Advocates of the movement tell us

⁵Melvine Draheim Hardee, Ed. *Counseling and Guidance in General Education*. Yonkers-on-Hudson N. Y.: World Book Co., 1955. Cf. Nelson B. Henry, Ed., *Personnel Services in Education*. Fifty eighth Yearbook of the National Society for the Study of Education. Part II. University of Chicago Press 1959.

⁶John S. Brubacher and Willis Rudy, *Higher Education in Transition*. N. Y.: Harper and Brothers, 1958. p. 269.

are constantly and insistently pulling in the opposite direction are formidable indeed. While one may easily overplay the role of prophet of doom, it takes no modern Jeremiah to identify these insistent voices. In his book, *The Mature Mind*, H. A. Overstreet discusses various media in our society which make a constant appeal to the immature elements in our personality or character.⁴

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⁴H. A. Overstreet, *The Mature Mind*, New York: W. W. Norton & Co., Inc. 1949, p. 203 ff.

In these ways, then, adjustment courses serve as the vanguard, perhaps even as the bellwether, for the general education movement. As the latter may expand and prosper, adjustment courses may come more fully into their own maturity, if they can successfully meet the many problems with which they are confronted, and which are sharply underscored elsewhere in this volume. It is hoped also that they will not become victims of hasty re-emphasis on "fundamentals" in an hysterical competition with Soviet education, by which our own educational policies are sternly and perhaps too narrowly regimented in line with "defense" and the national interest.⁸

Department Affiliations and Titles of Adjustment Courses

Faculties which have not approved or instituted courses in adjustment often feel that the purposes of such courses are satisfactorily served by other courses in the more usual subject matter fields. It would be unfair indeed to impute that teachers of courses in the humanities, the social sciences, and the natural sciences are largely unconcerned about what happens to their students in personal and social areas of their experiences. Many such teachers give generously of their time and effort to help individual students with their personal problems. But "adjustment" cannot be a primary objective of courses in such subject matter fields. If it is listed as an aim, it is necessarily regarded as an incidental one. The question really remains, then, as to the extent to which incidental objectives are actually attained.

Some cynic has remarked that we learn nothing from history except that we learn nothing from history. But from the multitude of experiments concerning classroom teaching we *ought* to have learned that objectives of instruction which the instructor considers as incidental, and especially which students consider as incidental, are seldom achieved to any appreciable degree. The moral in this situation would seem to be, therefore, that if we want to provide for the personal adjustment and develop the

⁸Harold W. Stoke. "National Necessity and Educational Policy". Address delivered at the Second General Session of the Fourteenth National Conference on Higher Education, sponsored by the Association for Higher Education, Chicago, March 2, 1959.

that general education endeavors to achieve these ends among others: (1) It is supposed to make course content meaningful to the student; (2) it is supposed to make it functional in his daily living; (3) it is supposed to bring together into an integrated whole, often from diverse fields, subject matter content which has often been offered in fragmented, specialized, and highly compartmentalized segments; (4) it is supposed to provide unity to the varied learning experiences of the student.

The reader of the previous chapters cannot help but note how each of these matters receives emphasis in the courses and programs which are described.

Surveys of student opinion which are mentioned by some of the chapter authors indicate that adjustment courses are geared directly to explicit and implicit student needs and interests, and are accordingly much more meaningful to students than are courses based on more traditional subject matter content. Since the courses described are furthermore directly concerned with important life activities of students, it would seem that one would belabor the obvious to characterize these courses as functional. The word functional is indeed frequently used in the literature to categorize courses of this nature, but the editors of the present volume have preferred not to use a term which is question-begging and which is frequently disdained as jargon.

The interdepartmental, or even inter-divisional nature of the content of adjustment courses is again obvious in the descriptions which our chapter authors have provided. And this very fact constitutes one of the most difficult and challenging problems encountered in the planning and teaching of adjustment courses.

The matter of unification of learning experiences is one which is of special concern to the proponents of general education, and one to which they have given long and serious consideration.[†] Adjustment courses may well claim their own special unity of impact, since they deal with matters of vital interest to students, and are organized around particular aspects of common life activities in present-day society.

[†]*General Education*, Part I, Fifty-First Yearbook of the National Society for the Study of Education, Chicago: University of Chicago Press, 1952.

Content of Adjustment Courses

When one comes to consider subject matter content, the range is even greater than the titles would imply. One approach is pretty well described by John E. Anderson in the preface to his textbook, *The Psychology of Development and Personal Adjustment*.¹⁰

"This book. . .", says Anderson (and his comment would also include the courses in Human Development and Personal Adjustment for which it was prepared and out of which it grew), "aims to give a simple, straightforward presentation that will aid the student to meet his own problems and to think constructively about them. The emphasis is more on a method of approach and a way of looking at human behavior than on complete and precise information in all its details. The goal is not technical skill but understanding at a terminal level."

Other courses are decidedly particularistic, and a considerable portion of their content is concerned with matters of campus topography, college regulations, and even of social decorum. "Those who did not understand John Dewey," as Lee says, "and who sought to follow his principles without his wisdom have brought some strange dishes to the educational table."¹¹ There may be some justification for including matters of this kind in reference to the obvious needs or lacks of a particular student body, as Hardee notes in her summary chapter for Part I. But adjustment courses must have a substantial academic content if they are to deserve and retain a place in programs of higher education. Cooper stresses this position (on page 3) when he declares that the movement involving the offering of adjustment courses "insists that the latest findings of current research must be assembled as a foundation for discussion rather than off-the-cuff generalizations or emotional moralizing."

The content of these courses may very well be organized in terms of individual problems and personal decisions, but these must be undergirded with scholarly materials and not be confined

¹⁰John E. Anderson. *The Psychology of Development and Personal Adjustment*. New York: Henry Holt and Company, 1949, p. vi.

¹¹W. Storrs Lee. *God Bless Our Queer Old Dean*. N.Y.: G. P. Putnam's Sons, 1959, p. 19.

maturity of students more fully we will need to set up courses for that purpose.

If an enterprising prospector (or Ph.D. candidate) were to attempt to compile a list of adjustment courses offered in colleges and universities throughout the land, he would need some sort of an academic Geiger counter. A tabulation based on bulletin indices would not be enough. As Hardee indicates,⁹

"In institutions where a course or program in personal-social adjustment exists, the areas or departments contributing to the planning or teaching are most often psychology, student personnel offices, sociology, education, philosophy, religion, home economics, social studies, physical education, anthropology, and the medical department." Often an adjustment course is listed as a departmental offering in one of these or other areas, sometimes with a very traditional and indistinguishable label.

Titles of courses in individual adjustment run an interesting gamut. At some colleges the course in general psychology is organized around a number of adjustment problems common to college students. More descriptive titles reveal the nature of their interdisciplinary content with such designations as "Human Development and Behavior," "Personal and Social Adjustment," "Human Relations," "Personal Development," "Individual Orientation," and even, at one time, "Effective Living."

In the preparation for marriage and vocational planning fields the course titles range from very prosaic departmental names and numbers to descriptive designations. As the number of such courses increases, however, there appears to be a trend towards making course titles more descriptive and explicit. In the earlier years of their development, many adjustment courses took protective coloration by assuming a departmental designation only. The matter of naming these courses is still, to be sure, one of the problems with which colleges and instructors are contending as portions of this book testify. Since the word "adjustment" does not yet command full academic accreditation, the problem of suitable nomenclature will continue to exist.

⁹Melvine Drahaim Hardee, "General Education: In Personal and Social Adjustment What Types of Programs are Proving Most Effective?" Analyst's Statement to Group 23. *Current Issues in Higher Education, 1954* Washington, D. C. NEA Association for Higher Education, pp. 199-203.

democratic one as far as student participation is concerned. An examination of the content of other courses seems to indicate that many of them are also problem-centered. The problems or topics are compiled sometimes from the literature, sometimes from the judgments of counselors and teachers, sometimes from an analysis of case notes in student personnel files.

As one examines the programs and courses in home and family living which are offered in increasing numbers in American colleges and universities, and among them those described in Part II of this volume, there appears to be a broadening of their scope. Some which have started as a short of "boy-meets-girl" course have broadened into a more unified treatment including not only dating and courtship, but emotional, economic, and spiritual aspects of family living and the rearing of children. The chapters in Bowman's section indicate in specific instances how instructors of these courses are keeping constantly alert to new possibilities for making the content more meaningful to their students and more responsive to student needs, present and future. Bowman's chapter highlights some of the peculiar problems encountered in making these attempts, but shows also how instruction in the area of marriage and family living is gradually reaching a maturity of its own.

Courses in vocational planning show an interesting range. Some of them—but certainly not any of those described in Part III of this volume—reveal what might be termed a case of arrested development. They started as a hodgepodge of occupational information, and, although some have been reorganized so that now the podge precedes the hodge, they are still offered on the assumption that they fulfill an adequate function if they parade a series of successful and persuasive representatives of "opportunities" in various fields of business, industry, and the profession before a group of listening students. While this approach, like the proverbial half loaf, is better than nothing, it is little wonder that this cafeteria presentation permits and even encourages many students to make an inappropriate choice for their life work often at a grievous cost to themselves and to society.

The "new look" in courses in vocational planning, as Borow's summary chapter notes, reveals that students are required to secure, by means of psychometric data carefully interpreted, as objective

to the situational and often superficial aspects which are such beguiling topics of conversation among adolescents. There is certainly a vast store of material to draw from, as chapters in each of the sections document. There is, in fact, an embarrassment of riches in this respect, and the problem becomes one of proper selection.

Unless the temptation to remain with peripheral considerations is resisted—and the temptation is surely strong—adjustment courses may remain or become suspect. They may not deserve to be classified as college level, and instead may merit the criticisms made by Dr. Charles Malik, then Ambassador of Lebanon to the United States, in an address given at the Ninth Annual National Conference on Higher Education.¹²

Malik was concerned with discussing a number of things which higher education was *not*. "It should not be confused," said Malik, " . . . with social service and social consciousness. . . Higher education is a quality of your mind, and not a function of your social interest. . . Secondly, higher education is not to be confused with good manners . . . for higher education consists not in the excellence of manners but in the excellence of mind." He goes on to say that higher education must be distinguished also from professional training, from factual learning as such, and from preparation for citizenship. "Finally," said the ambassador, "higher education must be distinguished from the life of grace. For it does not take much reasoning and human wisdom to see God; it takes only a pure heart."

In at least one institution the adjustment course content has been given a grass roots origin by asking students over a three-year period to submit lists of problems "which they felt were important to them and which they wished to cover in the course." The master list was then checked with a jury of 256 classroom teachers, supervisors, and administrators and subjected to the judgments of 79 educational psychologists. These judgments, it was reported, agreed well with those of the students as to what the content of the course should be. This would seem to be not only an inductive approach to a learning situation, but also a very

¹²Charles Malik, "Higher Education and the World Crisis," *Current Issues in Higher Education*, 1954, Washington, D. C.: NEA Association for Higher Education, pp. 6-15.

perative to allow students the opportunity to become involved in discussion, with the result that class size is often limited to a relatively small number.

The general education movement as a whole has rekindled a widespread interest in teaching methods at the college level, as is illustrated in part by the appearance of a volume sponsored by the committee on General Education of the Association for Higher Education of the NEA.¹⁴

Since adjustment courses are newcomers on the educational scene, it seems appropriate, too, that they often employ newer techniques of instruction. Many use motion picture films to spark discussion, and it is gratifying to note that there are many excellent and appropriate films available on personal, marriage, or vocational adjustment problems, most of them case histories representing some special phase of adjustment. In some courses socio-drama and psycho-drama are employed to highlight particular aspects of the subject or topic. Occasionally a panel of outside experts or a student panel discusses some specific aspect or problem. Some instructors administer standardized aptitude and interest tests to provide raw material for class discussions, as well as to furnish the individual student with some objective measures of his own characteristics.

This constant concern with ways of making course content meaningful to students lends additional emphasis to a statement made by Borow in his summary chapter. "Whether one is philosophically disposed to like such courses or to dislike them," he says, "he must grant that many who teach them have brought to their task an imaginativeness and a willingness to experiment which instructors of conventional classes too rarely exhibit."

It is difficult enough, as anyone who has tried it will attest, to design and teach general education courses in which the content is drawn from the readily accepted (and accessible) fields of the natural sciences, the social sciences, and the humanities. It is an additional tax on the ingenuity of persons organizing and teaching courses in the so-called adjustment areas to beat a path into un-

¹⁴Sidney J. French, Ed., *Accent on Teaching*, New York: Harper and Brothers, 1954.

an estimate as possible of their aptitudes, interests, and abilities, and to compare these carefully with the attributes which make for successful pursuit of types of occupations which have an appeal to them. The chapters in the third section of this volume show how individual faculty members are grappling with problems encountered in attempting to get students to make realistic, informed, and practicable vocational choices. They show, also, as does Borow's chapter, that there is a growing awareness on a national scale of the tremendous waste of time, effort, and money in haphazard, uninformed, or inappropriate vocational choice or guidance, and that our national well-being and perhaps even our national survival may depend increasingly on extending comprehensive and effective vocational guidance services.

In a number of the syllabi and course descriptions which I have had the opportunity to examine, and also as constantly indicated by writers of other chapters in this volume, a concept which seems to be indigenous is that, as stated in one communication, "A program of counseling and guidance by individual conference is an integral part of the course." This is a further underscoring of the impression that courses in personal adjustment have been largely designed and are often taught by members of a college counseling staff. As such, they are often conceived and conducted as an extension into a group situation of individual counseling. And in evaluating the effectiveness of adjustment courses, one study has given evidence that more pronounced gains on the part of students are made when course work is coupled with individual counseling than by course work alone or by counseling alone.¹³

Teaching Methods

As far as methods of instruction are concerned, adjustment courses would appear to run almost the complete gamut of methodology, as even a cursory reading of the foregoing chapters will reveal. Some are conducted as large lecture sections, with no breakdown into smaller discussion groups. Some provide a combination of the two approaches. Most, however, seem to be premised on the conviction that it is highly desirable if not im-

¹³C. H. Stone, "Are Vocational Orientation Courses Worth Their Salt?" *Educational and Psychological Measurement*, Vol. 8, 1948, pp. 161-181.

Education revealed.¹⁵ A recent doctoral study at the University of Minnesota would seem to indicate that one of the major problems facing evaluation in this area is that the changes in behavior and attitudes regarded as desirable are often long-range, whereas the period of instruction is frequently so short that significant changes are difficult to detect, even if we had instruments sensitive enough to measure them.¹⁶

One of the most troublesome problems, of course, is that there are almost no objective and universally acceptable criteria against which to evaluate outcomes of instruction aimed at developing the personal maturity of young people. "The vagaries of human experience and adjustment are such," as Borow, Graver, and Haak note, "that two persons with startlingly different personality make-ups and habit patterns may be achieving a balanced and wholesome adjustment to life. In the face of the baffling complexity which is human behavior's, psychological science has thus far found it difficult to establish a set of crisp, operational indexes of good adjustment and, as such, the comprehensive behavior norms which should serve as both the starting point and the ultimate test of personal adjustment courses are still wanting."¹⁷

As experimentation continues, however, and as new and improved psychometric techniques and instruments are developed, we may find more encouraging and conclusive evidence that adjustment courses are achieving their objectives to an appreciable degree, in spite of the fact that, as Bowman notes, such a course occupies only an infinitesimally small percentage of the student's time, either on a curricular or total experience basis. With courses of this nature the subjective opinion of the instructors, of other teachers, and of counselors is surely an important element and should not be discounted. And in this respect the opinions expressed or implied in all of the previous chapters of this volume testify to the fact that those who have had the most intimate contact with designing and teaching courses in adjustment consider

¹⁵Paul L. Dressel and Lewis B. Mayhew, *General Education: Explorations in Evaluation* (Washington D. C.: American Council on Education, 1954).

¹⁶Robert B. Lingo, "Evaluation of Outcomes of a Personal Adjustment Course," Unpublished doctoral thesis, University of Minnesota, July 1956.

¹⁷Henry Borow, Palmer A. Graver, and Leo A. Haak, "The Personal Adjustment Area," in *General Education in Transition*, H. T. Mohr, Editor, Minneapolis: University of Minnesota Press 1951, p. 211.

marked territory and try to find the most effective methods of instruction. The chapters in the three sections of this book which discuss the problems encountered in instituting adjustment courses at individual colleges and universities surely attest to the patience, the thoughtfulness, and the resourcefulness of those faculty members involved in organizing, teaching, and guiding the development of these pioneering ventures.

Evaluation of the Outcomes of Instruction

The reader of the chapters in the earlier sections of this volume will note the concern of a number of the authors with regard to an evaluation of their course, and will recall that several of them have conducted an "evaluation study." The method most often used seems to have been by means of a questionnaire to presently enrolled or former students asking them how well they liked the course, how it seemed to meet their needs, and in other ways to make a personal "evaluation" of it.

Hardee and Powell note that in addition term papers and solicitations for improvement of the course are sometimes involved. They call attention also to one of the recurrent problems in evaluating student achievement in adjustment courses in remarking that without provision for the use of control groups it is difficult to know if such changes in student behavior as may be detected may actually be attributed to the learnings developed in the course.

Bowman points out an evaluation problem in marriage courses which would certainly be valid also for courses in vocational planning. "A marriage course, in most instances," he says, "is designed to prepare the student in it for future experience. Hence evaluation can hardly be expected to be complete merely at the end of the course."

While the opinionnaire method of getting reactions to a course and even suggestions for improving it from those most intimately connected with it as students is certainly worthwhile and important, a far more inclusive and rigorous evaluation must be made if we are to discover whether or not these courses are meeting even limited objectives. Such evaluation studies are extremely difficult, as the experience of the Cooperative Study of Evaluation in General

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nature of general orientation to the college environment, and are supposed to assist the student in making the change from high school to college. Another reason, or at least a rationalization, might be that since the drop-out rate is still high before the junior year, students who might become "terminal" could get this instruction before leaving college. And another reason, possibly, is that courses of this nature have not yet won their spurs academically and therefore are seldom admitted into the select company of upper division offerings. Some exceptions to this situation, at least insofar as marriage adjustment courses are concerned, and noted in Bowman's section of the volume, reveal the possibility of an interesting trend. A number of colleges go so far as to require all entering students to enroll in their personal adjustment course, although there is no unanimity in this practice.

Continuing Problems

Adjustment courses have come a long way, in spite of their relatively short period of development. Many obstacles have been overcome successfully, as the accounts in the previous chapters show. Bowman remarks that the chapter authors in his section are themselves among the persons most critical of marriage education. This observation would certainly hold also for authors of chapters in the other sections of this book with regard to their courses. They are the ones, Bowman says, who see more clearly than other people the need for such courses. But they also see more clearly the shortcomings and the problems of the present stages of development.

Some of these seem formidable indeed, especially in the light of the consequences of sharply increasing enrollments and in the face of limitations of facilities, teachers, and other resources of higher education. But in view of the fact that the continuing problems are so often mentioned specifically by authors of individual chapters, and especially since in the summary chapters by Hardee and Powell, by Bowman, and by Borow, several pages are devoted in each to a discussion of unsolved problems, it is patently unnecessary to repeat or duplicate those discussions here. Care must be taken by all concerned, however, to safeguard the substantial gains which have been made so far, and to provide

them very much worthwhile, even if they cannot "prove" their point statistically.

Academic Acceptance of Adjustment Courses

A question which seems pertinent to an overall consideration is that of the status or academic standing of adjustment courses on those campuses where they are offered. Insofar as they appear within the context of general education programs, where many of the other courses are also relatively new and embody departures from more traditional departmental courses, they seem to have ready acceptance in spite of the diffuseness of the content of many of them. In reporting to a discussion group at the Ninth Annual Conference on Higher Education in 1954, Hardee reported the results of a questionnaire survey concerning the relative effectiveness of such courses. One of the questions she asked respondents from some 80 colleges and universities was: "How does the course in personal-social adjustment compare in effectiveness with other areas of general education?"¹⁸ The areas with which comparisons were invited were: Communications, Humanities, Social Sciences, and Natural Sciences. Tabulation of replies to this question yielded a total count of 28 for the "Compare favorably" column, a count of 20 for the "Equal" column, and one of 9 for that headed "Inferior." These results are surely encouraging to those interested in the prospering of personal-social adjustment courses, and significant in revealing the extent to which such courses are well regarded.

There also may be some relatively simple but effective means at hand for enhancing the academic standing of these courses. A suggestion made by Hardee and Powell deserves serious consideration. "It is thought that perhaps one way of achieving status for the courses," they observe, "is the re-education of the faculty concerning the merits of the course rather than a defensive 'strengthening' of course content."

A further review of course descriptions seems to indicate that with few exceptions they are offered in the freshman or sophomore years. Presumably this is because they may be regarded in the

¹⁸Hardee p. 202 in *Current Issues in Higher Education*, op. cit.

"Perhaps the most extraordinary aspect of groupthink is the success with which its double talk has used the old concepts of individualism to justify their opposite. By letting others decide, one decides. By submitting oneself to the group, one becomes an individual."

If one agrees with the authors of *General Education in School and College* that a distinguishing characteristic of the liberally educated man is that he is "never a type," and "... is always a unique person," he must surely deplore this trend toward the promotion of what has been called a "hive psychology." It is this apprehension which Howard Mumford Jones voices in his criticism quoted in the first few pages of this chapter, in which he deplores conscious adjustment programs as moving "toward accepting any present social norm as an inevitable norm."

But the teachers of adjustment courses and others most familiar with their operation and intent would sincerely and stoutly deny that their effect is to engender mediocrity and standardization of thinking and behavior. They would certainly maintain that quite the opposite is the case, in that the learning to make desirable and appropriate adjustments is an individual matter, and that successful accomplishments actually enables the student to develop his own individuality to the fullest. These faculty members are constantly alert in their efforts to achieve the objectives of democratic living to guard against the promoting of equality at the expense of freedom, where freedom means the nurture of individual excellence. They would agree with Detttering that we should "... work hard within the new democratic group process to establish the sanctity of dissent."²⁰

The classical economists, we may recall, deluded themselves and their generation with the fabled behavior of the *economic man*. We must take care not to delude ourselves in our time with the fancied solution of the *adjusted person*. The answer to this possible danger may be in understanding that efforts made to improve and facilitate adjustment are bent toward nurturing a process rather than toward achieving a preconceived norm. We seek to develop in the individual student a point of view, a state

²⁰Richard W. Detttering, "Conformity in Democratic Education" *The Journal of Higher Education*, March 1955, pp 117-124; 170-171.

these courses and programs with the academic recognition and administrative support which they honestly merit.

Individuality and the Democratic Process

In conclusion, I have one final observation to make. This involves implications concerning the offering of courses in adjustment at the college level which many people find disturbing. I hope their question may find a convincing answer.

The question seems to be this: Is there not a danger in the concentration of our efforts on individual *adjustment* that we may lose sight of and actually smother individual *initiative*? It seems to have been pretty well established that what has been called a "divine discontent" has undergirded and stimulated much of the creative endeavor of the world's greatest achievements. It was such divine discontent that stimulated men to write the greatest love lyrics, compose the most exalted music, bridge chasms, span continents with rails of shining steel, give mankind mastery of the sea and of the air, and even of vast forces which they now struggle desperately to control.

There are some factors which would seem to indicate to critics of adjustment courses that this fear may have some basis. There was a time when the commencement speaker's exhortation to students was to "live dangerously." But who would think it appropriate to give such advice today? The trend now seems to be to "seek security," and "conform to the group." The writer of an article in *Fortune* magazine, William H. Whyte, Jr., has sharply scored this trend toward what he refers to as "groupthink." Says Mr. Whyte:¹⁹

"It is precisely this smothering of the individual that the drift to groupthink seems to be making more and more imminent. Few groupthinkers, to be sure, believe themselves against the individual. But in looking so intently at man as a member of the group, they have made man seem important in this role only . . .

¹⁹William H. Whyte, Jr., "Groupthink," *Fortune*, Vol. 45, March 1952, pp. 114-117, 142; 146. Cf. Robert J. Blakely, "Is Individuality Maladjustment?" *Current Issues in Higher Education*, 1957, Washington, D. C.: NEA Association for Higher Education, pp. 12-24.

of mind, an ability to view his problems and his involvement in them as objectively and maturely as possible in the effort to work out adequate and practical solutions. This is a process therefore, which should continue throughout one's life, and one, we are confident, which can be learned and which can be improved. Our aim in short, is the development of the *adjusting* individual rather than the *adjusted* one. This was essentially the same conclusion reached with regard to integration by the authors of a volume on that topic²¹

It would be folly and conceit to believe that a single college course could settle any student's adjustment problems once and for all. But as Cooper states in the opening chapter a well-conceived and skillfully taught adjustment course "can give him a method of analysis, a knowledge of available resources and a determination to face even complex personal problems rationally and objectively."

Very substantial progress has been made through adjustment courses to enable students to make a healthy adaptation to inhibiting aspects of their environment, as this volume reveals. In many cases this adjustment has developed students' maturity, improved their social usefulness, and released their creative powers. That more can and will be done in this direction we may be confident. This volume provides those who are interested in this trend with the opportunity of re-examining and appraising the objectives of courses which are aimed at developing the personal maturity of students so that the very promising beginnings and the very real progress made in this endeavor may be consolidated and advanced.

²¹Nelson B. Henry, Ed. *The Integration of Educational Experiences*. Fifty seventh Yearbook of the National Society for the Study of Education. Part III. University of Chicago Press 1958.